

Escambia County School District

Brentwood Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Brentwood Elementary School

4820 N PALAFOX ST, Pensacola, FL 32505

www.escambiaschools.org

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 mission of Brentwood Elementary is to ensure that every student has the self-confidence, desire, knowledge, and skills needed to lead a responsible and satisfied life.

Provide the school's vision statement.

In keeping with our district's vision to be a place where students want to learn, teachers want to teach, parents want to send their children, and employees want to work:

It is the desire of Brentwood Faculty and Staff that we capture the heart and mind of students, parents, and our community, by creating an excellent learning environment for all. We strive to promote love of learning through the use of: Cutting-edge teaching and learning tools, encouragement of good citizenship, and providing problem-solving opportunities so that students will flourish in tomorrow's technology infused world.

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
Sewell, Jennifer	Principal	School leader
Holliday, Meghan	Assistant Principal	School leader
Ray, Matt	Curriculum Resource Teacher	Curriculum leader with teachers/rti coordinator
Freeman, Betsy	Instructional Coach	Rti facilitator
Wiley, Vera	Instructional Media	media specialist/remedial support
Lamar, Ordeane	Teacher, ESE	ESE Teacher and grade level chair
Tedder, Rhonda	Teacher, K-12	Kdg gd chair
frazee, holly		1st gd grade level chair
pickens, madison	Teacher, K-12	2nd gd Grade chair
garrison, julia	Teacher, K-12	4th grade chair
forbes, sandra	Teacher, K-12	3rd gd chair
Malden, Jeremy	Behavior Specialist	
Meneses, Elida	School Counselor	counselor

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.

Leadership team met together to review ESSA data from the past 2 years to determine two primary areas of focus for our school this year. We will meet monthly/bi-monthly to determine areas of growth or pivot that plan. Families and stakeholders were given the opportunity to provide input and review the SIP during Title I Annual Meeting and SAC meetings.

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))

Admin and leadership team will review during each meeting. Admin will review data after each round of assessments throughout the year to address holes or pivot the plan. SIP data will be shared and reviewed during SAC meetings throughout the year, especially during the mid-year review.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	74%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	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)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: D
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	14	22	29	29	18	25	0	0	0	137
One or more suspensions	1	3	8	10	7	11	0	0	0	40
Course failure in English Language Arts (ELA)	0	3	17	13	5	1	0	0	0	39
Course failure in Math	0	2	6	11	9	4	0	0	0	32
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	2	7	17	21	1	6	0	0	0	54

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	1	3	11	14	8	9	0	0	0	46

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	4	3	4	13	0	0	0	0	0	24
Students retained two or more times	0	0	0	4	2	1	0	0	0	7

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	6	33	30	31	22	19	0	0	0	141
One or more suspensions	1	6	2	9	4	9	0	0	0	31
Course failure in ELA	0	7	10	23	9	4	0	0	0	53
Course failure in Math	0	2	4	17	12	5	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	11	8	26	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	10	12	21	0	0	0	43
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	0

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	0	9	10	23	16	18	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	1	12	0	0	0	0	0	22
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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	6	33	30	31	22	19	0	0	0	141
One or more suspensions	1	6	2	9	4	9	0	0	0	31
Course failure in ELA	0	7	10	23	9	4	0	0	0	53
Course failure in Math	0	2	4	17	12	5	0	0	0	40
Level 1 on statewide ELA assessment	0	0	0	11	8	26	0	0	0	45
Level 1 on statewide Math assessment	0	0	0	10	12	21	0	0	0	43
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	0

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	0	9	10	23	16	18	0	0	0	76

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	7	1	12	0	0	0	0	0	22
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	42			45			42		
ELA Learning Gains	46			37			45		
ELA Lowest 25th Percentile	44			22			67		
Math Achievement*	37			42			49		
Math Learning Gains	51			40			53		
Math Lowest 25th Percentile	64			44			58		
Science Achievement*	46			41			52		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress									

* 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	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

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	24	Yes	1	1
ELL				
AMI				
ASN				

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%
BLK	40	Yes	1	
HSP	57			
MUL	43			
PAC				
WHT	57			
FRL	44			

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)

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	42	46	44	37	51	64	46					
SWD	12	28		24	33							
ELL												
AMI												
ASN												
BLK	32	42	44	25	49	60	30					
HSP	57			57								
MUL	40	42		47	42							
PAC												
WHT	59	57		51	57		60					
FRL	39	44	39	34	49	64	39					

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	45	37	22	42	40	44	41					
SWD	10			30								
ELL												

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
AMI												
ASN												
BLK	33	26	14	32	40	36	31					
HSP												
MUL	62			57								
PAC												
WHT	52	47		45	25		53					
FRL	47	40	25	40	41	42	42					

2018-19 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 2017-18	C & C Accel 2017-18	ELP Progress
All Students	42	45	67	49	53	58	52					
SWD	17	43	62	42	60	55	35					
ELL												
AMI												
ASN												
BLK	30	45	67	41	52	58	31					
HSP	50	47		59	63							
MUL	52	57		57	50							
PAC												
WHT	53	43		56	51		76					
FRL	41	46	64	48	51	59	52					

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.

School, District and State data will be uploaded when available.

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.

The lowest component in Math was African American students with a 24.4%. The lowest component in ELA was White with 32%. The lowest component in Science was White with 14.3%. One overall contributing factor was teacher turnover in the middle of the school year. We had 5 teachers leave midyear and we gained one teacher that caused all classes to split into a new one. We had one class with 3 different teachers who were actually long term substitutes, many brand new first year teachers who were from out of state and/or alternatively certified. We had an increase of 175 referrals from the previous school year, so negative behavior increased, which impacted overall student learning. The overall data for Math, ELA, and Science are all under the 41% proficiency.

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

The data component that showed the greatest decline was White students in Science from 60% proficient to 14.3% (a -45.7% change). The overall data component that had the greatest decline was Science with a 18% change. 5th grade was a grade level that had 2 new teachers. One of the classrooms had 3 teachers throughout the year. The first two teachers were long term substitutes who had never taught before and had no exposure to the content/standards. The other new teacher was from out of state and was also unfamiliar with the content/standards. Both struggled with classroom management and understanding the standards while the entire grade level struggled to plan and communicate effectively. The classrooms were split often into other classrooms due to the lack of substitute teachers which interrupted both the class being split and the classroom gaining students.

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.

The data component that had the greatest gap compared to the state average was Science proficiency with a 23% difference. 5th grade was a grade level that had 2 new teachers. One of the classrooms had 3 teachers throughout the year. The first two teachers were long term substitutes who had never taught before and had no exposure to the content/standards. The other new teacher was from out of state and was also unfamiliar with the content/standards. Both struggled with classroom management and understanding the standards while the entire grade level struggled to plan and communicate effectively. The classrooms were split often into other classrooms due to the lack of substitute teachers which interrupted both the class being split and the classroom gaining students. Previous trends show African American students performing below the state average.

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

The overall data component that was most improved was Math with an increase of .6%. ELA SWD was the most improved with an increase of 23.7%. This year we had ESE teachers, Media Specialist, and RTI Facilitator teaching Souday Systems, TAs and TIAs pulling small groups of students based on data, and the Curriculum Coordinator pulled small groups based on data. The 5th grade class was eventually split in such a way that the ESE teacher and the 3rd long term substitute were co-teaching a majority of the 5th grade SWDs. A 3rd-5th grade "March Madness" Multiplication Competition was put in place to increase math fluency. The district Math TSA joined 4th grade and the Curriculum Coordinator during guided planning to help get the 4th grade team back on the pacing guide and develop a plan to have all the standards taught before FAST PM3.

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

The amount of tardies and absences overall in 3rd-5th grade is an area of concern. The amount of ODR increased significantly during the second semester from 18 ODRs in 1st semester to 150 ODRs in second semester. Only 10 students earned the ODRs during first semester and 84 students earned the ODRs during second semester.

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

One of the highest priorities is increasing Science proficiency. Another priority is decreasing the amount of tardies and absences in 3rd-5th grades. Another priority is decreasing the amount of ODRs and how many students are earning them.

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Early Warning System

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.

To increase the positive culture and environment we plan to focus on tardies/absences as well as Office Discipline Referrals. The amount of tardies and absences overall in 3rd-5th grade is an area of concern with 2,763 tardies first semester and 3,061 tardies second semester. There were 3,178 absences first semester and 3,281 second semester. African American students total tardies were 1,796 first semester and 1,996 second semester. SWD total tardies were 329 first semester and 567 second semester. AA total absences were 1,617 first semester and 1,648 second semester. SWD total absences were 515 first semester and 606 second semester. The amount of ODR also increased significantly during the second semester from 18 ODRs during first semester to 150 ODRs in second semester. Only 10 students earned the ODRs during first semester and 84 students earned the ODRs during second semester. AA students total ODRs first semester were 11 and increased to 126 second semester. Only 9 students earned ODRs first semester and 67 earned ODRs second semester. SWD total ODRs during first semester were 3 and increased to 38 during second semester. Only 2 students earned ODRs first semester and 15 earned ODRs second semester.

Measurable Outcome:

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

Tardies, absences, and ODRs in 2022-2023 will decrease by 50% each semester in 2023-2024. Overall tardies will decrease from 2,763 to 1,381.5 first semester and 3,061 to 1,530.5 second semester. Overall absences will decrease from 3,178 to 1,589 first semester and 3,281 to 1,640.5 second semester. African American tardies will decrease from 1,796 to 898 first semester and 1,996 to 998 second semester. African American absences will decrease from 1,617 to 808.5 first semester and 1,648 to 824 second semester. SWD tardies will decrease from 329 to 164.5 first semester and 567 to 283.5 second semester. SWD absences will decrease from 515 to 257.5 first semester and 606 to 303 second semester. Overall ODRs will decrease from 18 to 9 first semester and 150 to 75 second semester. African American ODRs will go from 11 to 5.5 first semester and 126 to 63 second semester. SWD ODRs will go from 3 to 1.5 first semester and 38 to 19 second semester.

Monitoring:

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

The data metrics that will be utilized to monitor the Early Warning System goal will be Focus Reports to pull the tardies, absences, and ODR data. The Behavior Coach will pull the report for ODRs monthly and share with the leadership team at the monthly meeting. Admin will pull the tardies and absences report and share with the leadership team at the monthly meeting. The leadership team will also review school wide data once per month. The team will meet with the teachers to discuss the data and determine future behavior management strategies and identify needs for coaching and reteaching opportunities.

Person responsible for monitoring outcome:

Jennifer Sewell (jsewell@ecsdfl.us)

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.)

Evidence-based interventions that will be implemented for this Area of Focus include analyzing PMDR data, establishing school wide protocols for attendance and behavior, school wide PBIS plan implemented, the school navigator will help support behaviors, small group behavior sessions, and positive phone calls home will be made weekly by teachers.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Evidence-based research by the Meadows Center for Preventing Educational Risk indicated the following as effective and best practices school wide and classroom-based behavioral supports: Schools establish structures and processes for their school wide behavioral support system, including administrative support, a leadership team, an action plan, and a data-management system, schools have a multitiered system in place that supports the behavioral practices—from the school wide to the individualized levels, school decisions are guided by school wide discipline data, and schools provide a continuum of strategies to improve behavior that are based on high-quality research. The National Center for Education Evaluation and Regional Assistance support the strategy of contacting and "encouraging guardians to improve their student's attendance" and explain how it improves the overall learning experience for their child.

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.

The PBIS plan will be implemented school-wide, building in incentives on a monthly basis.

Person Responsible: Jeremy Malden (jmaldden@ecsdfi.us)

By When: This action step will take place monthly. Cub compliments (part of our PBIS plan) are how classes earn monthly incentives.

The school navigator will help support behaviors by removing barriers that impede positive behavior and attendance. The navigator will provide resources such as uniforms, food, support for parents with utility bills, mental health counseling, coordination of travel for parents to get to medical appointments, school appointments, and family nights.

Person Responsible: Jennifer Sewell (jsewell@ecsdfi.us)

By When: Navigator will check for referrals in FOCUS daily, assist teachers, students, and families daily, and provide food to designated families weekly,

Each teacher will make at least one positive call home to each student within their classes once per month. The teacher will log these calls on the contact log in FOCUS.

Person Responsible: Jennifer Sewell (jsewell@ecsdfi.us)

By When: This action step will happen monthly. Teachers are required to make at least two positive phone calls per week to accomplish this task.

The behavior team will analyze PMDR data, PBIP's, ESE IEP's, and other behavior data. The team will meet with teachers at the beginning of the year to discuss student behavior and data directly tied to student disabilities pertaining to data. The team will then meet monthly with teachers to discuss data to inform next steps.

Person Responsible: Jeremy Malden (jmaldden@ecsdfi.us)

By When: The behavior coach will meet with teachers at the beginning of the school year and continue to meet with teachers each month and discuss progress notes of PBIPs.

The leadership will establish school-wide protocols for attendance. The protocols will be monitored by data review. Teachers and students will receive feedback about attendance on a monthly basis.

Person Responsible: Jennifer Sewell (jsewell@ecsdfi.us)

By When: Attendance will be monitored weekly using the FOCUS report. Incentives will be given out monthly as part of the schoolwide plan to improve attendance.

The behavior coach and guidance counselor will conduct small group student behavior sessions monthly for students that continue to exhibit behaviors that take them from the classroom instruction. These groups will focus on life-skills and behavior skills with students to enable students to implement them in their daily life and in the classroom.

Person Responsible: Elida Meneses (emeneses@ecsdfi.us)

By When: These groups will start as early as September and take place monthly with the guidance counselor and/or behavior coach.

The behavior coach will identify individual teacher needs and coaching supports for teachers who continue to struggle with behavior and classroom management. The behavior coach will utilize the coaching cycle-classroom observation, planning with teachers for behavior strategies, model and/or co-teach, debrief. This cycle will continue as needed and be finalized once further classroom visits determine the coaching can stop.

Person Responsible: Jeremy Malden (jmalden@ecsdfi.us)

By When: This action step will take place as needed to support teachers who are struggling with behavior management in their classrooms.

#2. Instructional Practice specifically relating to Science

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.

Achievement in Science did not reach 41% during the 22-23 school year. The proficiency was 28%. Historically, the overall Science proficiency has fluctuated. The African American population has historically been below 41% proficient (21-22: 30%; 18-19: 31%; 17-18: 23%). SWD was not measured in 21-22 but has historically also been below 41% proficient (18-19: 35%; 17-18: 25%).

Measurable Outcome:

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

Science proficiency will go from 28% on the 22-23 SSA to 35% or higher on the 23-24 SSA. ESSA subgroups include SWD, Economically Disadvantaged, White, and African American students.

Historically, the achievement gap in Science proficiency between SWD and African American students and the overall Science proficiency is the area of concern. However, the 22-23 SSA showed that the achievement gap in Science proficiency between White students and the overall Science proficiency was the largest.

The achievement gap in Science proficiency between White students and the overall Science proficiency will decrease by 50%, going from a 13.7% gap on the 22-23 SSA to a 6.85% point gap on the 23-24 SSA.

Monitoring:

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

The data metrics that will be utilized to monitor the Science goal will be unit tests and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data once per month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteaching opportunities.

Person responsible for monitoring outcome:

Jennifer Sewell (jsewell@ecsdfl.us)

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.)

Evidence-based interventions that will be implemented for this Area of Focus include strengthening the multi-tiered system of support for all students, increasing student engagement in learning, and the school leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Multi-tiered system of support for all students is evidence-based research by The Meadows Center for Preventing Educational Risk that multi-tiered systems are in place to support the academic and behavioral progress of all students and to allow educators to quickly intervene with students who are struggling to be successful. Increasing student engagement in learning is evidenced-based research by John Hattie and Robert Marzano that overt direct instruction, student engagement with the content, and teacher feedback have a high effect size. School leadership ensuring teachers have shared understanding of curriculum and standards across grades is evidence-based research by The Meadows Center that understanding how content builds through grades improves instruction as teachers prepare students for the content they will

encounter and be assessed on in the next grade level. This vertical alignment of content and instruction throughout grades leads to more effective communication among teachers and improved instruction schoolwide.

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.

Review assessment data as often as new data is available and hold data meetings during guided planning to identify students in need of intervention, and determine who will provide the intervention(s)

Person Responsible: Matt Ray (mray@ecsdfi.us)

By When: This an ongoing action step that takes places throughout the year as new assessment data becomes available

Monitor implementation of interventions through RtI meetings and walkthroughs

Person Responsible: Jennifer Sewell (jsewell@ecsdfi.us)

By When: This an ongoing action step that takes place weekly with RTI meetings scheduled by the RTI facilitator/CC and walkthroughs by the principal, AP, and CC

Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high yield effect size.

Person Responsible: Jennifer Sewell (jsewell@ecsdfi.us)

By When: This is an ongoing action step that takes place throughout the year as new data becomes available.

Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high yield effect size.

Person Responsible: Jennifer Sewell (jsewell@ecsdfi.us)

By When: This is an ongoing action step that takes place throughout the year as new data becomes available.

Teachers will utilize overt direct instruction, including ESE inclusion services, to increase student engagement.

Person Responsible: Meghan Holliday (mholliday@ecsdfi.us)

By When: This action step should happen daily in all teachers' classrooms.

Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high yield effect size.

Person Responsible: Jennifer Sewell (jsewell@ecsdfi.us)

By When: This is an ongoing action step that takes place throughout the year as new data becomes available.

Teachers will utilize overt direct instruction, including ESE inclusion services, to increase student engagement.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: This action step should happen daily in all teachers' classrooms.

Teachers will utilize specific engagement strategies such as "cold call", "turn and talk", and "calling on all students" to increase classroom engagement.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: This action step should happen daily in all teachers' classrooms.

Teachers will utilize reports generated from district quarterly tests, and the focus grade book. Teachers will review student assessment and progress monitoring to conduct student data chats, providing feedback to gain a high yield effect size.

Person Responsible: Jennifer Sewell (jsewell@ecsdfl.us)

By When: This is an ongoing action step that takes place throughout the year as new data becomes available.

Teachers will utilize overt direct instruction, including ESE inclusion services, to increase student engagement.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: This action step should happen daily in all teachers' classrooms.

Teachers will utilize specific engagement strategies such as "cold call", "turn and talk", and "calling on all students" to increase classroom engagement.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: This action step should happen daily in all teachers' classrooms.

Teachers will incorporate labs and/or hands on activities at least weekly into the curriculum. District personel will support this effort with example labs/activities and training on implementation.

Person Responsible: Jennifer Sewell (jsewell@ecsdfl.us)

By When: This action step should take place weekly in 3rd-5th grade classrooms and at least biweekly in K-2.

The leadership team will meet with teachers to discuss EOC and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from progress monitoring, and meet with teachers for data chats.

Person Responsible: Jennifer Sewell (jsewell@ecsdfl.us)

By When: This action step will happen during preplanning week and throughout the school year during guided planning and with the principal and AP.

Planning with teachers on a weekly basis. The district and school-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards.

Person Responsible: Matt Ray (mray@ecsdfl.us)

By When: This action step will happen weekly during guided planning with the Curriculum Coordinator. The school leadership team will review plans and data each month during their meeting.

The leadership team will conduct classroom walks on a weekly basis to monitor the implementation of professional development and planning outcomes.

Person Responsible: Jennifer Sewell (jsewell@ecsdfl.us)

By When: This action step will take place weekly and include the principal, AP, and CC.

The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and class walkthroughs.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: This will happen as often as walkthroughs happen. Immediate feedback is left for teachers by principal, AP, and CC. CC meets with teachers during guided planning to discuss data metrics. Data chats with 5th grade teachers will be conducted after each quarterly assessment.

The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: The school leadership team meets monthly, so data will be discussed then and instructional practices will be identified and PD will be planned accordingly.

The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: The school leadership team meets monthly, so data will be discussed then and instructional practices will be identified and PD will be planned accordingly.

The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible: Meghan Holliday (mholliday@ecsdfl.us)

By When: The school leadership team meets monthly, so data will be discussed then and instructional practices will be identified and PD will be planned accordingly.

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 for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly

meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

36% of Kindergarten ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

50% of First grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

54% of Second grade ELA students scoring below the 40th percentile on the Spring 2023 STAR Early Literacy Assessment.

Students who score below the 40th percentile on STAR Early Literacy or STAR Reading are not considered proficient. The number of students who were not considered proficient at the end of 2022-2023 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

The following data was used to determine the critical need:

Third grade ELA students scoring below proficiency rate was 66% on the 2023 FAST.

Fourth grade ELA students scoring below proficiency rate was 58% on the 2023 FAST.

Fifth grade ELA students scoring below proficiency rate was 63% on the 2023 FAST.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

ELA proficiency as determined by those scoring at or above the 40th percentile on STAR Early Literacy or STAR Reading 2023 will increase for grades kindergarten through 2nd grade to 50% or higher on FAST-STAR PM3.

Grades 3-5 Measurable Outcomes

The ELA proficiency rate will increase for grades third through fifth to 50% or higher in each grade on the 2024 FAST PM3.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.

- a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
- b. First grade: STAR Early Literacy/Reading results and the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom. (See FOCUS report)
- c. Second grade: STAR Reading results and the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart. (See Amira)
- d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Florida Literacy Practice Profiles.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Sewell, Jennifer, jsewell@ecsdf.us

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Brentwood uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district’s K-12 Comprehensive Evidence-based Reading Plan outlines in detail how Into Reading meets Florida’s definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned.

In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school’s administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and Rtl teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Action Step 1: Literacy Leadership-

Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.

Provide professional development regarding the B.E.S.T. ELA Standards, including writing.

Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.

Action Step 2: Literacy Coaching-

District coaches and/or school mentor teachers will facilitate use of the literacy practice profiles in the delivery of instruction with B.E.S.T. ELA Standards, including writing.

Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.

Action Step 3: Assessment

Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.

Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.

Sewell, Jennifer,
jsewell@ecsdfi.us

Action Step 4: Professional Learning -

We will provide training to teachers at our school on the following:

Use of STAR360 reports, core reading program data, and the intervention decision trees

Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.

Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan

The B.E.S.T. ELA standards and the science of reading.

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 School Improvement Plan (SIP) will be disseminated at Open House and the Title I Annual Meeting where all stakeholders are invited to attend. During this meeting, the following additional information is shared: Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School Family Compact. Reviews and progress of each will also be shared and disseminated during School Advisory Council (SAC) meetings throughout the year. Regardless of membership status, all stakeholders are invited to attend SAC meetings. Links to the SIP are published on the school's home webpage, <https://www.escambiaschools.org/bwes>, as well as the schools Our Title I Family page, <https://www.escambiaschools.org/Page/5215>. The SIP will be regularly discussed with our school leadership team as well as the entire faculty during monthly meetings.

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))

The school plans to build positive relationships with all stakeholders through Parent/Family nights in ELA and Math throughout the school year. Citizenship cards are sent home daily as well as a required 2 positive phone calls home per week by each teacher. Face-to-face, Google Meet, and phone conferences are available before, during, and after school. Through daily and weekly correspondence as well as conferences, teachers will share strategies that can be used at home, FAST data, and any other information regarding their child's academic and social progress. Partners in education frequent the school and contribute in supporting the needs of students. We utilize the school navigator to help communicate and support the needs of families as well as connect with them community stakeholders/resources. Title I Annual Meeting and SAC meetings throughout the year provide opportunities for all stakeholders to participate in school wide decisions and review of progress. Regular RTI/IEP meetings are held to update parents on students' progress. The Brentwood Elementary website, Facebook page, and marquee help keep parents informed of important information, dates, and data.

<https://www.escambiaschools.org/bwes>

<https://www.facebook.com/brentwoodcubs>

The Parent & Family Engagement Plan is also accessible from our school's website, <https://www.escambiaschools.org/Page/5215>.

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 II of the SIP. (ESSA 1114(b)(7)ii)

To strengthen the academic program in the school, a focus will be given on strengthening the multi-tier system of support for all students, increasing student engagement in learning, and school leadership will ensure that teachers have a shared understanding of the curriculum and standards across the grades.

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))

Below are the services, resources, and programs coordinated and integrated in plan development:

Voluntary Pre-Kindergarten: Title I Part A co-funds VPK services, by extending full day services in schools with our highest poverty. Family events provide guidance and modeling of emergent literacy development activities.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

Title IV, Part A: Provides students with a well-rounded education, supports safe and healthy students, and supports the effective use of technology. Schools benefit through Capturing Kids' Hearts training and the services of the secondary schools guidance TSA.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

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))

The guidance counselor teaches special area classes, counsels one-on-one with students who are at risk or not meeting state standards, has a "Lunch Bunch Group", pulls small groups of students, and makes referrals to the youth mental health counselor, social worker, or navigator as needed. Mentors are vetted and welcomed on campus and paired according to student need. We ensure that preventative counseling takes place for ESE students who are at risk for a program change. The behavior coach also mentors some of the students with FBA/PBIPs in place.

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))

N/A for elementary school

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 follows ECPS PBIS tiered model to prevent and address problem behavior. Students with FBA/PBIPs are carefully monitored and plans are reviewed as necessary. Students are moved along the tier process as necessary according to data.

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))

Guided planning is conducted weekly between the Curriculum Coordinator and each grade level to improve instruction and to focus on the use of data to help backwards plan and develop lessons and small groups based on data. Common planning is offered daily for teachers to collaborate and all grade levels meet on Mondays after school to hold a grade level meeting. PD is provided during preplanning, faculty meetings, and Early Release Days throughout the year by admin, the CC, RTI Coordinator,

Behavior Coach, Navigator, district staff, and teacher leaders. When we are recruiting teachers, we discuss all of the afore mentioned professional learning opportunities and support offered at Brentwood. To retain teachers, we do what we say we were going to do and provide needed support daily.

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))

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Teachers also share VPK assessment results with parents after each administration so that parents know their students' progress and where they fall in the expectation of being Kindergarten Ready.

Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.