

Sarasota County Schools

Brentwood Elementary School



2016-17 School Improvement Plan

Brentwood Elementary School

2500 VINSON AVE, Sarasota, FL 34232

www.sarasotacountyschools.net/brentwood

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Elementary School PK-5	Yes	70%
Primary Service Type (per MSID File)	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	B	B

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2016-17 DA Category and Statuses

DA Category	Region	RED
Not In DA	Southwest	Jim Browder
Former F	Turnaround Status	
No	None	

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Our mission at Brentwood Elementary is to instruct all students according to the Florida Standards and Sarasota County School Board curriculum. Differentiated instruction, including formative and summative assessments, will support students at all levels by enriching mastered skills and reinforcing emerging skills.

b. Provide the school's vision statement

We envision a school in which staff:

- unite to achieve a common purpose and goals,
- work together in collaborative teams,
- seek instructional strategies for improving student achievement on a continuing basis,
- monitor each student's progress, and
- demonstrate a personal commitment to the academic success and general well being of all students.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Many of our teachers have completed professional learning on A Framework for Understanding Poverty which helps to better understand family dynamics of our students of lower social economic status. Through our school-wide Community of Caring program, teachers model Community of Caring values and recognize students who demonstrate these value toward their peers or staff. During school, teachers utilize Restorative Strategies in their classrooms so each student voice can be heard. This builds empathy among students and teachers. Our school is focusing on the "Growth Mindset."

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

All staff members abide by the Positive Behavior Support Plan which declares a step-by-step process for dealing with negative behavior while promoting and celebrating when students make the right choices. This occurs from the moment students set foot on campus until they leave for the day. All students entering campus do so in one, secured entrance; all other access is closed. Parents must sign in through the office to enter campus at all times throughout the day. Each student wears a lanyard for dismissal stating the method of going home. The lanyard is taken from a staff member and is checked off once each child is dismissed.

STARS expectations are reinforced school-wide. Stay Safe, Take Responsibility, Be an Active Learner, Respect Others and Stay Positive creates the acronym. Specific behaviors are stated and posted throughout the school for children to practice and reflect upon. At the end of each day, all students reflect on their contribution to the STARS expectations.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

All staff members abide by the Positive Behavior Support Plan which declares a step-by-step process for dealing with negative behavior while promoting and celebrating when students make the right choices. This occurs from the moment students set foot on campus until they leave for the day. Weekly morning news segments highlight students who are showing Community of Caring values and STARS behavior: Stay safe, Take responsibility, Actively learn, Respect others and Stay positive.

A flowchart of Guidelines for Responding to Misbehavior is used school-wide to provide a variety of methods to respond to misbehavior. Our primary focus is to teach students appropriate behavior rather than punish.

Support Staff are also trained in Crisis Prevention Interventions (CPI) for more severe incidents.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Through classroom lessons, students are taught about their feelings and how to respond and cope respectfully. Students watch vignettes and puppet shows about how to respond, then they role play to demonstrate understanding. If students are experiencing emotional dysregulation, teachers recognize proactively that these students need to express themselves and contact the school counselor. Individual counseling, group counseling, mediation, restorative strategies and referrals to community agencies are some of the ways we would respond to emotionality. Teachers recognize proactively that students need to express themselves. This can be done through use of restorative strategies, peer conflict mediation worksheets or through daily self-reflection.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

For attendance issues, Brentwood follows the district policy of contacting parents at specific markers for absences and unexcused absences. Our teachers also contact parents after the child has been absent 3 days. The Attendance Works data is monitored biweekly to determine those with chronic attendance issues. The School Wide Support Team considers individual students who have excessive absences and tardies to develop a plan of action, which may involve the Home-School Liaison and/or truancy worker. Academically, students who scored at a level 1 on FSA or show one or more grade levels below as indicated on iReady reports are monitored throughout the year. These students receive intense interventions by their teacher, support staff and/or through after school tutoring. Students are also referred by their teacher to our School Wide Support Team for more intense and frequent interventions for both academic and behavior concerns. Monthly Behavior Meetings are held to discuss students with the most need for behavior interventions. These students are monitored to determine if interventions are working or if another approach is necessary to help the student function at their highest capability.

b. Provide the following data related to the school's early warning system

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	2	7	1	5	6	3	0	0	0	0	0	0	0	24
One or more suspensions	3	0	1	3	2	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	18	8	16	0	0	0	0	0	0	0	42

The number of students identified by the system as exhibiting two or more early warning indicators:

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

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Brentwood Elementary staff provide individual and small group intensive services for targeted students. Our ESE and ESOL teachers provide instruction based on student IEP and LEP goals. We also provide daily classroom intervention instruction for students that need remediation. Individual and Small Group counseling is provided for behavior and social issues. Functional Behavior Modification plans for individuals with serious behavior concerns. The attendance committee regularly monitors students attendance and identifies those students with excessive tardiness or absentness.

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our School Advisory Committee (SAC) involves parents, staff and community members to make shared decisions for the school. Community business support our academic incentive programs and host family activities throughout the year. Through our Parent Teacher Organization (PTO), teachers and parents work together to plan family events and fundraisers. A Parent Involvement Coordinator is on staff to facilitate continued communication between school and families. The Parent Involvement Coordinator also coordinates a monthly e-newsletter that parents can access on our website. The newsletter

highlights events at school and educates parents with research and information pertaining to their child's academic growth.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

1. School Leadership Team

a. Membership

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

Name	Title
Weida, John	Principal
Sims, Lona	Other
Spence, Jill	Instructional Coach
Robertson, Caroline	Instructional Coach
Rasmussen, Cindy	Guidance Counselor
Brustad, Patti	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The primary purpose of the school-based leadership team is to progress monitor student achievement. A member of the leadership team is at every MTSS meeting to ensure that the effective, research-based interventions are in place for the students demonstrating a need. Collaboration between the leadership team, grade level teams, the SAC/SDMT and district teams guide school-wide instructional decisions.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Student progress will be continually monitored, and individual cases reviewed periodically, to determine progress and the effectiveness of classroom instruction. Through MTSS, problem-solving, students who are not making progress will be discussed to determine when more intense interventions are needed.

Title I is a federally funded program designed to address the academic needs of low performing students in schools with a high percentage of economically disadvantaged students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics. The district coordinates with Title II in ensuring staff development needs are provided. Funds from Title IIA are used for staff training. Professional development activities are provided to improve the knowledge of teachers, principals and paraprofessionals, as appropriate. Instruction is provided to teach children with different learning styles and/or children with disabilities and special learning needs. Professional development activities are provided to improve behavior in the classroom through positive behavior support and self-regulation/reflection. Training is provided to ensure all teachers highly qualified.

Supplemental services and materials are provided to improve the academic achievement and language acquisition of immigrant and English Language Learner students throughout the district. Homeless education case managers provide resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program provides on-going outreach, training and tutoring. SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers, support reading teachers at schools and offer credit retrieval and dropout prevention programs for high school students. Our school guidance program provides programs that incorporate bullying prevention, internet safety and personal safety. Both intentional and unintentional injury prevention programs are provided. Free and Reduced Lunch Programs are provided through federal funds.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
John Weida	Principal
Amber Jenkins	Parent
Sabrina Johnson	Parent
Ngoc Yam	Parent
John Wasil	Parent
Donna Forway	Education Support Employee
Monica Serino	Education Support Employee
Jill Spence	Teacher
Caroline Robertson	Teacher
Betsy Williams	Parent
Rashea Johnson	Teacher
Johanna Caminero	Business/Community
Jason Kucera	Teacher
Yolanda Melgarjo	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the end of the school year, SAC reviewed the SIP plan. FSA data was not available at the time, but the team reviewed the progress monitoring data.

b. Development of this school improvement plan

We seek parental participation and input from our School Advisory Council during the school improvement plan development. SAC will review the data and goals, providing input and advice on funding.

c. Preparation of the school's annual budget and plan

We seek parental participation and input from our School Advisory Council by reviewing the data and goals, while providing input and advice on funding.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds will be allocated as follows:

School-wide Positive Behavior Support - 200

Community of Caring - 300

Renaissance - 400

Brentwood "Starbucks Store" - 300

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

In order to meet the requirements of 1001.452 (1a), We solicited volunteers through our PTO meetings, but did not get volunteers. Parents on the School Advisory Committee are sought out by the Principal.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Weida, John	Principal
Brustad, Patti	Assistant Principal
Spence, Jill	Instructional Coach
Robertson, Caroline	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The LLT at Brentwood monitors and analyzes iReady data, Running Records, Oral Reading Fluency data as well as developing and assisting in implementing one-on-one and small group interventions. Reading Recovery Teachers work with students and train teachers on effective strategies. The Literacy Leadership Team shares strategies for teachers on how to use the data to guide instruction within the classroom and for use with interventions.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Professional Development Days

PLC by grade level

Grade Level Data Chats with administration

Bucket fillers and Community of Caring recognition for staff.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Our strategy for recruiting and retaining highly qualified teachers is providing support and encouragement throughout the year. We provide professional development for new staff to keep them current with best practices. We routinely celebrate their success and provide constructive criticism when it is necessary. Administration is responsible for knowing the staff's certification areas and creating a positive culture on our campus.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Through the Sarasota's County Induction program, all new teachers receive a mentor. The mentor and mentee meet regularly to discuss strategies and facilitation skills. The pairings are made according to the area of expertise of the mentor. If the new hire is an exceptional education teacher we pair them up with a teacher who has a background in exceptional student education.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Sarasota County provides all instructional staff access to an Instructional Focus Guide that maps the Florida standards in all subjects and grade levels. Resources beyond adopted textbooks are linked to each standard. All instructional staff are trained to ensure the highest level of learning occurs in each classroom. Administrative observations monitor the standards and depth of knowledge are appropriate in each classroom. The school district provides ongoing math training and instructional rounds for grade level teachers.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The following data is accessible for instructional decision making: i-Ready, Benchmark tests, Fact Fluency, Oral Reading Fluency, Running Records, and classroom observations. The data allows teachers and support staff to arrange students into flexible groupings to meet specific targeted skills, based on data. Progress monitoring takes place throughout the year, making adjustments and implementing interventions through RtI as needed.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,880

Brentwood's After School Learning Club is an after school program designed to address the needs of our lowest 25% and students who need additional instruction in reading and math. The program will deliver instruction in a small group setting and focus on specific skill deficits of each student as identified through FSA and i-Ready data. The After School Learning Club will consist of grades 3, 4 and 5.

Strategy Rationale

Additional support after the school day, focusing on instructional needs, will result in increased student achievement.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brustad, Patti, patti.brustad@sarasotacountyschools.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Effectiveness will be determined based upon pre and post i-ready diagnostic on each student. District assessments will assist in evaluating the overall evaluation of the program. I-Ready, Math Benchmark Assessment and bi-monthly tests will be recorded on an excel spreadsheet and reviewed weekly.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

At the end of each school year, students transitioning from preschool to kindergarten are discussed at MTSS/CARE team meetings to plan for their needs at local elementary schools. Collaboration with the feeder middle school occurs for students with an IEP through the Liaison at each school and the district.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2017, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5).
- G2.** By the end of the 2017 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016.
- G3.** By the year 2017, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).
- G4.** By the year 2017, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2017, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5). 1a

G081360

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	72.0

Targeted Barriers to Achieving the Goal 3

- There isn't a consistent way to progress monitor science standards across the grade levels.
- Lack of Scientific Vocabulary amongst students

Resources Available to Support the Goal 2

- District benchmark assessments, school-made grade level benchmark assessments.

Plan to Monitor Progress Toward G1. 8

mid year data in data folder

Person Responsible

Jill Spence

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

data from first assessments

G2. By the end of the 2017 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016. 1a

G081361

Targets Supported 1b

Indicator	Annual Target
Attendance rate	94.0

Targeted Barriers to Achieving the Goal 3

- Expectations for attendance need to be clear and consistently enforced.
- Staff need support in communication with parents to prioritize attendance.

Resources Available to Support the Goal 2

- PBS, School-wide expectations, Everyday Counts materials, incentives
- Guidance, Behavior teacher, and administration support

Plan to Monitor Progress Toward G2. 8

Attendance data will be analyzed during biweekly SWST meetings

Person Responsible

Patti Brustad

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

SWST meeting notes, SIS reports

G3. By the year 2017, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). 1a

G081362

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Teachers have experienced difficulty allocating time for 1:1 intervention in Reading.
- The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom
- Teachers have experienced difficulty in using data effectively to adjust classroom instruction.
- Lack of parent involvement in supporting reading at home.
- Providing academic support of ESE students in an inclusion model

Resources Available to Support the Goal 2

- Thinking Maps
- I-Ready data
- Reading Benchmark assessment data
- Instructional Focus Guides with DOK levels provided
- Formalized Response to Text instruction for all content areas
- Title 1 Reading Resource coach, ESE Resource Teachers, Reading Recovery Teachers (Grade 1)
- Reading A-Z Running Records
- WriteScore

Plan to Monitor Progress Toward G3. 8

Bi-weekly meetings with the assistant principal, school truancy officer and guidance counselor are scheduled to monitor students who are considered at-risk or chronic with absenteeism.

Person Responsible

Patti Brustad

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Biweekly reports will monitor improvement in attendance for students targeted at-risk.

G4. By the year 2017, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency. 1a

G081363

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	73.0

Targeted Barriers to Achieving the Goal 3

- Teachers are struggling teaching the conceptual understanding of the math standards, while trying to remediate the prerequisite skills not mastered
- Teachers are struggling with using manipulatives to show concrete concepts.
- Students lack fact fluency across operations.

Resources Available to Support the Goal 2

- Title I Math Resource Teacher/Coach, ESE Resource Support Staff
- FASTT Math computer-based fluency program
- GoMath math series
- iReady Math lessons
- Thinking Maps
- Math Journals
- Math PD/Rounding

Plan to Monitor Progress Toward G4. 8

I-Ready diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark assessments.

Person Responsible

Jill Spence

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

School wide data collection spreadsheets.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2017, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5). **1**

 G081360

G1.B1 There isn't a consistent way to progress monitor science standards across the grade levels. **2**

 B214928

G1.B1.S1 School wide Science benchmark assessments will be given mid year and end of year. **4**

 S227146

Strategy Rationale

progress monitor science instruction

Action Step 1 **5**

Science Benchmark assessments

Person Responsible

Jill Spence

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data from the Science Benchmark assessments will be documented in the school wide data collection spreadsheet

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Data review meetings

Person Responsible

Jill Spence

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

data chat documentation, team leader minutes, team meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data analysis of science data

Person Responsible

Jill Spence

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

team leader minutes, team meeting minutes, data in data folder

G1.B2 Lack of Scientific Vocabulary amongst students 2

 B214929

G1.B2.S1 IFG provides accountable talk stems, additional training in using stems and accountable talk to promote scientific vocabulary. 4

 S230667

Strategy Rationale

More opportunities for students to engage in using scientific vocabulary through accountable talk will increase knowledge of scientific vocabulary.

Action Step 1 5

Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies.

Person Responsible

Patti Brustad

Schedule

Annually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Professional learning will occur quarterly. Teachers will be provided substitute teachers.

Person Responsible

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

sign in sheets for professional development sessions

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Evidence of an increase in use of scientific vocabulary

Person Responsible

Patti Brustad

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

assessments, journals, STEM fair projects, FCAT

G2. By the end of the 2017 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016. 1

G081361

G2.B1 Expectations for attendance need to be clear and consistently enforced. 2

B214931

G2.B1.S1 Consistently follow attendance policy. 4

S227148

Strategy Rationale

Continuous communication with families will stress the importance of attendance at school.

Action Step 1 5

School-wide attendance data to be monitored/analyzed quarterly

Person Responsible

Cindy Rasmussen

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance Data

Action Step 2 5

Provide attendance support from Guidance Counselor, School Social Worker and administration

Person Responsible

Patti Brustad

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Documented communication with families, letters sent home, school social worker referrals

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Weekly attendance reports will be monitored to ensure attendance policy is followed.

Person Responsible

Patti Brustad

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Attendance Reports

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

consistent checking of the attendance data.

Person Responsible

Cindy Rasmussen

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

SWST meets weekly to review attendance data

G2.B2 Staff need support in communication with parents to prioritize attendance. 2

B214932

G2.B2.S1 School Counselor, Home School Liaison, and truancy officer will work together to assist families in need to alleviate/improve attendance issues. 4

S227149

Strategy Rationale

Work with families having high attendance concerns to determine strategies to improve attendance.

Action Step 1 5

Communication to families

Person Responsible

Patti Brustad

Schedule

Weekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

parent conference forms, letters sent, teacher talking points form, service referrals

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

We will see a reduction of absences.

Person Responsible

Patti Brustad

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

SIS attendance reports

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Review of Attendance Reports by SWST Team

Person Responsible

Patti Brustad

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

SWST team notes, absence reports

G3. By the year 2017, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5). 1

G081362

G3.B1 Teachers have experienced difficulty allocating time for 1:1 intervention in Reading. 2

B214933

G3.B1.S1 To provide time in schedule for small group or individualized instruction for students experiencing difficulty in reading. Each teacher is assigned a 40 minute intervention block of time, daily. Students will be working on I-Ready while teacher provides 1:1 intervention. 4

S227150

Strategy Rationale

Response to Intervention (Rti) will be more effective with a specific time allocated for interventions.

Action Step 1 5

Intervention Block built into the master schedule/ Add after-school tutoring

Person Responsible

John Weida

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Master schedule

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Formal and Informal Observations

Person Responsible

John Weida

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Observations during intervention scheduled block

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Progress Monitoring Data

Person Responsible

Patti Brustad


Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Observation data from walk through during lab time

G3.B2 The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom **2**

 B214934

G3.B2.S1 Implement Reading A-Z Running Records to eliminate inconsistent/subjective administration of current Running Record system. **4**

 S227151

Strategy Rationale

Using a single adaptive Diagnostic will consistently pinpoint student reading levels. This will be done quarterly. Ongoing progress monitoring will show whether students are on track to achieve end-of-year targets.

Action Step 1 **5**

Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and Reading A-Z running records.

Person Responsible

John Weida

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Curriculum Associates and trained staff will provide all instructional staff strategies to implement the I-Ready diagnostic and Instructional program.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Support staff will monitor the progress of students in these programs through the use of data reports.

Person Responsible

Jill Spence

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Progress Monitoring reports and data from school wide data collection spreadsheet.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Teachers will up load monthly data into the school wide data collection sheet. Administrative support team will review the data and monitor student progress.

Person Responsible

Patti Brustad

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence will be documented through support team and data chat meetings.

G3.B2.S2 Using WriteScore as a resource to improve writing skills 4

 S227505

Strategy Rationale

WriteScore data gives the teachers feedback on specific writing standards .

Action Step 1 5

Continue to implement Thinking Maps' Write from the Beginning program at all grade levels to ensure consistency in writing instruction.

Person Responsible

Caroline Robertson

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Monitor WriteScore data to drive instruction

Plan to Monitor Fidelity of Implementation of G3.B2.S2 6

Discussion of WriteScore data at CPT meetings

Person Responsible

Caroline Robertson

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Improved scores during subsequent assessments

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 7

Conduct monthly writing assessments

Person Responsible

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Improved scores on writing assessments

G3.B3 Teachers have experienced difficulty in using data effectively to adjust classroom instruction. **2**

 B214935

G3.B3.S1 Designating specific CPT meeting dates to review data (e.g., ways to use Ready Teacher Toolbox, writing data, etc.) **4**

 S227152

Strategy Rationale

Collaborating with team members will result in increased emphasis on data-driven decisions that drive instruction.

Action Step 1 **5**

Monitoring CPT meetings

Person Responsible

John Weida

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

CPT meeting notes

Plan to Monitor Fidelity of Implementation of G3.B3.S1 **6**

Collaborative Planning Meetings

Person Responsible

John Weida

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Collaborative Planning Meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Data Chats with grade level teams

Person Responsible

John Weida

Schedule

Every 2 Months, from 8/22/2016 to 6/6/2017

Evidence of Completion

Data chat meeting notes

G3.B3.S2 Professional Development with Linda Dove in clustering and deconstructing LAFS. 4

 S227496

Strategy Rationale

Better understanding of standards across grade levels, along with proper data analysis, will help teachers pinpoint strategies to remediate/enrich when necessary.

Action Step 1 5

Deconstructing Standards Training

Person Responsible

John Weida

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Lesson plans and administrator's observational notes will demonstrate application of the training goals.

Plan to Monitor Fidelity of Implementation of G3.B3.S2 6

Integration of Standards

Person Responsible

Patti Brustad

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Lesson Plans review

Plan to Monitor Effectiveness of Implementation of G3.B3.S2 7

Formal and informal classroom observations

Person Responsible

John Weida

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence of use of clustered/deconstructed standards in observed lessons

G3.B4 Lack of parent involvement in supporting reading at home. 2

B214969

G3.B4.S1 Provide a Parent Involvement Coordinator 4

S227205

Strategy Rationale

Organize parent involvement programs and disseminate information to parents.

Action Step 1 5

Designated Parent Nights for each grade level

Person Responsible

John Weida

Schedule

Annually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Sign in sheets from parent nights, title parent conferences

Plan to Monitor Fidelity of Implementation of G3.B4.S1 6

Grade level parent nights

Person Responsible

John Weida

Schedule

Annually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Sign in sheets for parent nights.

Plan to Monitor Effectiveness of Implementation of G3.B4.S1 7

Survey after parent night

Person Responsible

John Weida

Schedule

Annually, from 8/22/2016 to 6/6/2017

Evidence of Completion

Parent feedback

G3.B5 Providing academic support of ESE students in an inclusion model 2

 B214994

G3.B5.S1 Place ESE Resource and Title 1 Resource teachers in inclusion classrooms. 4

 S227215

Strategy Rationale

ESE students will benefit from being in classrooms with general education students

Action Step 1 5

Provide ESE Resource teachers and Title 1 Resource teachers (in addition to the General Education teacher) in inclusion classrooms.

Person Responsible

Lona Sims

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Teacher schedules reflect inclusion model

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Schedule of resource teachers in an inclusion setting.

Person Responsible

Lona Sims

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Daily schedule

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Instructional data for IEP progress monitoring

Person Responsible

Lona Sims

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Progress reports to be included with report cards

G4. By the year 2017, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency. 1

G081363

G4.B1 Teachers are struggling teaching the conceptual understanding of the math standards, while trying to remediate the prerequisite skills not mastered 2

B214936

G4.B1.S1 The school will use I-Ready Diagnostic and Instructional scores to monitor student progress. Teachers will use instructional grouping profiles to implement researcher based interventions 4

S227153

Strategy Rationale

A single adaptive Diagnostic for Math that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets.

Action Step 1 5

Professional Development Instruction in iReady reporting

Person Responsible

John Weida

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Curriculum Associates and iReady School Champion will support instructional staff on monitoring and analyzing student data.

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Progress Monitoring Data

Person Responsible

Jill Spence

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

I-Ready Data Reports

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Teachers will up load monthly data into the school wide data collection sheet. Administrative support team will review the data and monitor student progress.

Person Responsible

Patti Brustad

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Evidence will be documented through support team and data chat meetings.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2016					
G1.MA1 M288990	mid year data in data folder	Spence, Jill	8/22/2016	data from first assessments	6/6/2017 semiannually
G2.MA1 M288995	Attendance data will be analyzed during biweekly SWST meetings	Brustad, Patti	8/22/2016	SWST meeting notes, SIS reports	6/6/2017 weekly
G3.MA1 M289002	Bi-weekly meetings with the assistant principal, school truancy officer and guidance counselor are...	Brustad, Patti	8/22/2016	Biweekly reports will monitor improvement in attendance for students targeted at-risk.	6/6/2017 biweekly
G4.MA1 M289005	I-Ready diagnostic and progress monitoring assessments, fact fluency assessments, and benchmark...	Spence, Jill	8/22/2016	School wide data collection spreadsheets.	6/6/2017 monthly
G1.B1.S1.MA1 M288986	Data analysis of science data	Spence, Jill	8/22/2016	team leader minutes, team meeting minutes, data in data folder	6/6/2017 quarterly
G1.B1.S1.MA1 M288987	Data review meetings	Spence, Jill	8/22/2016	data chat documentation, team leader minutes, team meeting minutes	6/6/2017 quarterly
G1.B1.S1.A1 A288415	Science Benchmark assessments	Spence, Jill	8/22/2016	Data from the Science Benchmark assessments will be documented in the school wide data collection spreadsheet	6/6/2017 semiannually
G2.B1.S1.MA1 M288991	consistent checking of the attendance data.	Rasmussen, Cindy	8/22/2016	SWST meets weekly to review attendance data	6/6/2017 biweekly
G2.B1.S1.MA1 M288992	Weekly attendance reports will be monitored to ensure attendance policy is followed.	Brustad, Patti	8/22/2016	Attendance Reports	6/6/2017 weekly
G2.B1.S1.A1 A288417	School-wide attendance data to be monitored/analyzed quarterly	Rasmussen, Cindy	8/22/2016	Attendance Data	6/6/2017 weekly
G2.B1.S1.A2 A288418	Provide attendance support from Guidance Counselor, School Social Worker and administration	Brustad, Patti	8/22/2016	Documented communication with families, letters sent home, school social worker referrals	6/6/2017 monthly
G2.B2.S1.MA1 M288993	Review of Attendance Reports by SWST Team	Brustad, Patti	8/22/2016	SWST team notes, absence reports	6/6/2017 biweekly
G2.B2.S1.MA1 M288994	We will see a reduction of absences.	Brustad, Patti	8/22/2016	SIS attendance reports	6/6/2017 monthly
G2.B2.S1.A1 A288419	Communication to families	Brustad, Patti	8/22/2016	parent conference forms, letters sent, teacher talking points form, service referrals	6/6/2017 weekly
G3.B1.S1.MA1 M288996	Progress Monitoring Data	Brustad, Patti	8/22/2016	Observation data from walk through during lab time	6/6/2017 monthly
G3.B1.S1.MA1 M288997	Formal and Informal Observations	Weida, John	8/22/2016	Observations during intervention scheduled block	6/6/2017 biweekly
G3.B1.S1.A1 A288420	Intervention Block built into the master schedule/ Add after-school tutoring	Weida, John	8/22/2016	Master schedule	6/6/2017 daily
G3.B2.S1.MA1 M288998	Teachers will up load monthly data into the school wide data collection sheet. Administrative...	Brustad, Patti	8/22/2016	Evidence will be documented through support team and data chat meetings.	6/6/2017 monthly
G3.B2.S1.MA1 M288999	Support staff will monitor the progress of students in these programs through the use of data...	Spence, Jill	8/22/2016	Progress Monitoring reports and data from school wide data collection spreadsheet.	6/6/2017 monthly
G3.B2.S1.A1 A288421	Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and...	Weida, John	8/22/2016	Curriculum Associates and trained staff will provide all instructional staff	6/6/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				strategies to implement the I-Ready diagnostic and Instructional program.	
G3.B3.S1.MA1 M289000	Data Chats with grade level teams	Weida, John	8/22/2016	Data chat meeting notes	6/6/2017 every-2-months
G3.B3.S1.MA1 M289001	Collaborative Planning Meetings	Weida, John	8/22/2016	Collaborative Planning Meeting minutes	6/6/2017 quarterly
G3.B3.S1.A1 A288422	Monitoring CPT meetings	Weida, John	8/22/2016	CPT meeting notes	6/6/2017 biweekly
G4.B1.S1.MA1 M289003	Teachers will up load monthly data into the school wide data collection sheet. Administrative...	Brustad, Patti	8/22/2016	Evidence will be documented through support team and data chat meetings.	6/6/2017 monthly
G4.B1.S1.MA1 M289004	Progress Monitoring Data	Spence, Jill	8/22/2016	I-Ready Data Reports	6/6/2017 monthly
G4.B1.S1.A1 A288423	Profesional Development Instruction in iReady reporting	Weida, John	8/22/2016	Curriculum Associates and iReady School Champion will support instructional staff on monitoring and analyzing student data.	6/6/2017 quarterly
G3.B4.S1.MA1 M296952	Survey after parent night	Weida, John	8/22/2016	Parent feedback	6/6/2017 annually
G3.B4.S1.MA1 M296951	Grade level parent nights	Weida, John	8/22/2016	Sign in sheets for parent nights.	6/6/2017 annually
G3.B4.S1.A1 A288532	Designated Parent Nights for each grade level	Weida, John	8/22/2016	Sign in sheets from parent nights, title parent conferences	6/6/2017 annually
G3.B5.S1.MA1 M296965	Instructional data for IEP progress monitoring	Sims, Lona	8/22/2016	Progress reports to be included with report cards	6/6/2017 quarterly
G3.B5.S1.MA1 M296957	Schedule of resource teachers in an inclusion setting.	Sims, Lona	8/22/2016	Daily schedule	6/6/2017 daily
G3.B5.S1.A1 A288866	Provide ESE Resource teachers and Title 1 Resource teachers (in addition to the General Education...	Sims, Lona	8/22/2016	Teacher schedules reflect inclusion model	6/6/2017 daily
G1.B2.S1.MA1 M297038	Evidence of an increase in use of scientific vocabulary	Brustad, Patti	8/22/2016	assessments, journals, STEM fair projects, FCAT	6/6/2017 quarterly
G1.B2.S1.MA1 M297034	Professional learning will occur quarterly. Teachers will be provided substitute teachers.		8/22/2016	sign in sheets for professional development sessions	6/6/2017 quarterly
G1.B2.S1.A1 A294345	Teachers will receive professional learning pertaining to accountable talk and vocabulary...	Brustad, Patti	8/22/2016	Sign in sheets	6/6/2017 annually
G3.B3.S2.MA1 M296997	Formal and informal classroom observations	Weida, John	8/22/2016	Evidence of use of clustered/ deconstructed standards in observed lessons	6/6/2017 monthly
G3.B3.S2.MA1 M296995	Integration of Standards	Brustad, Patti	8/22/2016	Lesson Plans review	6/6/2017 semiannually
G3.B3.S2.A1 A288966	Deconstructing Standards Training	Weida, John	8/22/2016	Lesson plans and administrator's observational notes will demonstrate application of the training goals.	6/6/2017 semiannually
G3.B2.S2.MA1 M297445	Conduct monthly writing assessments		8/22/2016	Improved scores on writing assessments	6/6/2017 monthly
G3.B2.S2.MA1 M297444	Discussion of WriteScore data at CPT meetings	Robertson, Caroline	8/22/2016	Improved scores during subsequent assessments	6/6/2017 monthly
G3.B2.S2.A1 A288983	Continue to implement Thinking Maps' Write from the Beginning program at all grade levels to ensure...	Robertson, Caroline	8/22/2016	Monitor WriteScore data to drive instruction	6/6/2017 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. By the year 2017, there will be a minimum of a four percentage point increase in Science, for 5th grade - Level 3 students, when less than 70% are currently demonstrating proficiency (across levels 3, 4, 5).

G1.B2 Lack of Scientific Vocabulary amongst students

G1.B2.S1 IFG provides accountable talk stems, additional training in using stems and accountable talk to promote scientific vocabulary.

PD Opportunity 1

Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies.

Facilitator

Amy Beechy, Linda Dove

Participants

all instructional staff

Schedule

Annually, from 8/22/2016 to 6/6/2017

G2. By the end of the 2017 school year, we will meet the supportive environment initiative by increasing the attendance rate by 1% from the previous school year, 2016.

G2.B2 Staff need support in communication with parents to prioritize attendance.

G2.B2.S1 School Counselor, Home School Liaison, and truancy officer will work together to assist families in need to alleviate/improve attendance issues.

PD Opportunity 1

Communication to families

Facilitator

Cindy Rasmussen, guidance counselor

Participants

all staff

Schedule

Weekly, from 8/22/2016 to 6/6/2017

G3. By the year 2017, there will be a minimum of a four percentage point increase in Reading, for Level 3 and above students, when less than 70% are currently demonstrating proficiency (across Levels 3,4,5).

G3.B2 The need to have specific progress monitoring data that is standardized from child to child, classroom to classroom

G3.B2.S1 Implement Reading A-Z Running Records to eliminate inconsistent/subjective administration of current Running Record system.

PD Opportunity 1

Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and Reading A-Z running records.

Facilitator

Curriculum Associates staff/data coaches/Erin Tuttle

Participants

All instructional staff

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

G3.B3 Teachers have experienced difficulty in using data effectively to adjust classroom instruction.

G3.B3.S2 Professional Development with Linda Dove in clustering and deconstructing LAFS.

PD Opportunity 1

Deconstructing Standards Training

Facilitator

Linda Dove Staff

Participants

All instructional staff

Schedule

Semiannually, from 8/22/2016 to 6/6/2017

G4. By the year 2017, there will be a minimum of a four percentage point increase, in Math, for all student subgroups when less than 70% are currently demonstrating proficiency.

G4.B1 Teachers are struggling teaching the conceptual understanding of the math standards, while trying to remediate the prerequisite skills not mastered

G4.B1.S1 The school will use I-Ready Diagnostic and Instructional scores to monitor student progress. Teachers will use instructional grouping profiles to implement researcher based interventions

PD Opportunity 1

Profesional Development Instruction in iReady reporting

Facilitator

Curriculum Associates staff/Instructional coaches/iReady Champion

Participants

All instructional staff

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

Budget Data

1	G1.B1.S1.A1	Science Benchmark assessments				\$0.00
2	G1.B2.S1.A1	Teachers will receive professional learning pertaining to accountable talk and vocabulary strategies.				\$0.00
3	G2.B1.S1.A1	School-wide attendance data to be monitored/analyzed quarterly				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Brentwood Elementary School			\$0.00
4	G2.B1.S1.A2	Provide attendance support from Guidance Counselor, School Social Worker and administration				\$60,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Brentwood Elementary School	Title I Part A		\$60,200.00
5	G2.B2.S1.A1	Communication to families				\$5,572.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Brentwood Elementary School	Title I Part A		\$5,572.00
6	G3.B1.S1.A1	Intervention Block built into the master schedule/ Add after-school tutoring				\$403,121.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Brentwood Elementary School	Title I Part A		\$403,121.00
			<i>Notes: PD for implementation of I-Ready, Title I staff</i>			
7	G3.B2.S1.A1	Staff will be trained in progress monitoring, using I-Ready data reports, Oral reading fluency, and Reading A-Z running records.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Brentwood Elementary School			\$0.00
8	G3.B2.S2.A1	Continue to implement Thinking Maps' Write from the Beginning program at all grade levels to ensure consistency in writing instruction.				\$0.00
9	G3.B3.S1.A1	Monitoring CPT meetings				\$0.00

Budget Data						
10	G3.B3.S2.A1	Deconstructing Standards Training				\$0.00
11	G3.B4.S1.A1	Designated Parent Nights for each grade level				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Brentwood Elementary School	Title I Part A		\$4,000.00
12	G3.B5.S1.A1	Provide ESE Resource teachers and Title 1 Resource teachers (in addition to the General Education teacher) in inclusion classrooms.				\$0.00
13	G4.B1.S1.A1	Profesional Development Instruction in iReady reporting				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0101 - Brentwood Elementary School	Title I Part A		\$10,000.00
			<i>Notes: Professional Development for teachers</i>			
					Total:	\$482,893.00