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Brentwood Elementary School

3101 NW 191ST ST, Miami Gardens, FL 33056

<http://brentwood.dadeschools.net/>

Demographics

Principal: Tamika Robinson

Start Date for this Principal: 1/18/2018

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | <i>[Data Not Available]</i> |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities |
| School Grades History | 2018-19: B (59%) 2017-18: B (58%) 2016-17: B (54%) 2015-16: A (65%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | [not available] |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

At Brentwood Elementary School, we strive to provide the highest quality education to ensure every student experiences both academic and life-lessons in a nurturing environment where all stakeholders strive to exceed academic and professional expectations to empower students to lead productive and fulfilling lives as life-long learners and responsible citizens.

Provide the school's vision statement.

Brentwood Elementary School is committed to educational excellence and acceleration for all stakeholders where we exceed standards and expectations; breaking down all barriers to learning day-by-day and child-by-child.

School Leadership Team

Membership

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

| Name | Title | Job Duties and Responsibilities |
|--------------------------|---------------------|--|
| Robinson, Tamika | Principal | The role of the Principal is to utilize a variety of management theories to facilitate the operations of the school. Additionally, as the school leader, she develops goals for academic success and collaborates with her Leadership Team, teachers, students, and other stakeholders to strategically address the needs of all learners. |
| Homidias, Solomon | Assistant Principal | The duties and responsibilities of the Assistant Principal is to oversee the school-wide curriculum and instruction, school operations, and monitor teachers to ensure they are providing standards-based instruction with multiple levels of complexity to support the needs of all learners. |
| Stepney, Nneka | Reading Coach | The duties and responsibilities of the Intermediate Reading Coach include supporting all 3-5 ELA teachers with developing lesson plans that are aligned to the curriculum and Florida State Standards. Additionally, she supports teachers with creating an engaging classroom environment that encompasses rigorous instruction. |
| Byrd, Nakesheae | Reading Coach | The duties and responsibilities of the Primary Reading Coach include working collaboratively with Pre-K - 2nd grade teachers with developing best practices and instructional strategies to support the needs of all learners. |
| Curry Carswell, Charlene | Math Coach | The role of the Math Coach is to plan and provide instructional support to teachers using the Gradual Release of Responsibility Model (GRRM). Additionally, she supports teachers in planning, delivering, and assessing quality math instruction. |

Demographic Information

Principal start date

Thursday 1/18/2018, Tamika Robinson

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

8

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

23

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

437

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

2

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

3

Demographic Data

Early Warning Systems

2021-22

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|-----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 37 | 73 | 68 | 116 | 48 | 66 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 408 |
| Attendance below 90 percent | 18 | 36 | 28 | 50 | 17 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 159 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 7 | 12 | 33 | 11 | 19 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |
| Course failure in Math | 0 | 2 | 5 | 33 | 11 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Number of students with a substantial reading deficiency | 5 | 16 | 35 | 78 | 21 | 26 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 181 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|----|----|----|----|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 12 | 8 | 13 | 43 | 13 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 103 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|----|----|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 12 | 8 | 4 | 34 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 68 |
| Students retained two or more times | 0 | 0 | 1 | 9 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |

Date this data was collected or last updated

Friday 8/13/2021

2020-21 - As Reported

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

| Indicator | Grade Level | Total |
|---|-------------|-------|
| Number of students enrolled | | |
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA | | |
| Course failure in Math | | |
| Level 1 on 2019 statewide FSA ELA assessment | | |
| Level 1 on 2019 statewide FSA Math assessment | | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | Total |
|--------------------------------------|-------------|-------|
| Students with two or more indicators | | |

The number of students identified as retainees:

| Indicator | Grade Level | Total |
|-------------------------------------|-------------|-------|
| Retained Students: Current Year | | |
| Students retained two or more times | | |

2020-21 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|---|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Number of students enrolled | 88 | 86 | 97 | 82 | 92 | 67 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 512 |
| Attendance below 90 percent | 43 | 34 | 34 | 28 | 19 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 168 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 17 | 15 | 25 | 27 | 6 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 |
| Course failure in Math | 0 | 3 | 13 | 29 | 19 | 12 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 6 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 2 | 9 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--------------------------------------|-------------|----|----|----|----|----|---|---|---|---|----|----|-------|-----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students with two or more indicators | 12 | 18 | 16 | 35 | 24 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 119 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|-------------------------------------|-------------|---|---|----|----|---|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Retained Students: Current Year | 12 | 8 | 4 | 37 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |
| Students retained two or more times | 0 | 0 | 1 | 9 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 35% | 60% | -25% | 58% | -23% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 52% | 64% | -12% | 58% | -6% |
| Cohort Comparison | | -35% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 42% | 60% | -18% | 56% | -14% |
| Cohort Comparison | | -52% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 71% | 67% | 4% | 62% | 9% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 65% | 69% | -4% | 64% | 1% |
| Cohort Comparison | | -71% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 67% | 65% | 2% | 60% | 7% |
| Cohort Comparison | | -65% | | | | |

| SCIENCE | | | | | | |
|---------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2019 | 47% | 53% | -6% | 53% | -6% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

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

The progress monitoring tool that was utilized was retrieved from the SIP 2021-2022 Academic Programs located in Power BI.

| | | Grade 1 | | | |
|-----------------------|----------------------------|----------------------|------|--------|--------|
| | | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | | 28.6 | 40.6 | 46.4 |
| | Economically Disadvantaged | | 28.1 | 39.7 | 47.6 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |
| | | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | | 30.6 | 27.5 | 42.6 |
| | Economically Disadvantaged | | 31.8 | 25.4 | 40.3 |
| | Students With Disabilities | | 0 | 0 | 0 |
| | English Language Learners | | 0 | 0 | 0 |

| Grade 2 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 32.9 | 36.1 | 38.8 |
| | Economically Disadvantaged | 31.7 | 35 | 38.5 |
| | Students With Disabilities | 16.7 | 16.7 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 29.4 | 33.8 | 32.9 |
| | Economically Disadvantaged | 29.3 | 32.5 | 31.3 |
| | Students With Disabilities | 16.7 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| Grade 3 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 32.4 | 46.4 | 43.5 |
| | Economically Disadvantaged | 27.5 | 46.2 | 43.1 |
| | Students With Disabilities | 10 | 10 | 10 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 10 | 32.4 | 35.8 |
| | Economically Disadvantaged | 10.6 | 32.8 | 38.1 |
| | Students With Disabilities | 10 | 0 | 11.1 |
| | English Language Learners | 0 | 0 | 0 |

| Grade 4 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 27.8 | 37.5 | 34.3 |
| | Economically Disadvantaged | 27.5 | 37.7 | 33.8 |
| | Students With Disabilities | 7.1 | 7.1 | 7.1 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 11.0 | 36.1 | 40.6 |
| | Economically Disadvantaged | 11.4 | 37.7 | 40.3 |
| | Students With Disabilities | 7.1 | 7.1 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Grade 5 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 39.3 | 48.2 | 51.8 |
| | Economically Disadvantaged | 40.7 | 50 | 53.7 |
| | Students With Disabilities | 0 | 14.3 | 57.1 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 17.0 | 41.1 | 61.8 |
| | Economically Disadvantaged | 17.6 | 42.6 | 64.2 |
| | Students With Disabilities | 0 | 14.3 | 28.6 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |
| Science | All Students | 0 | 8.0 | 0 |
| | Economically Disadvantaged | 0 | 9.0 | 0 |
| | Students With Disabilities | 0 | 0 | 0 |
| | English Language Learners | 0 | 0 | 0 |
| | Number/% Proficiency | Fall | Winter | Spring |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 19 | 60 | | 23 | 20 | | | | | | |
| BLK | 35 | 49 | 63 | 34 | 17 | 7 | 28 | | | | |
| HSP | 29 | | | 21 | | | | | | | |
| FRL | 35 | 49 | 63 | 34 | 16 | 7 | 31 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 11 | 31 | | 33 | 46 | | | | | | |
| ELL | 24 | 44 | | 60 | 82 | | | | | | |
| BLK | 46 | 58 | 55 | 70 | 72 | 61 | 51 | | | | |
| HSP | 38 | 60 | | 72 | 89 | | | | | | |
| FRL | 44 | 57 | 51 | 72 | 75 | 65 | 51 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 11 | 40 | 40 | 12 | 21 | 10 | | | | | |
| ELL | 21 | 55 | 60 | 21 | 73 | | | | | | |
| BLK | 49 | 60 | 62 | 58 | 69 | 48 | 62 | | | | |
| HSP | 46 | 57 | 55 | 41 | 73 | 67 | 55 | | | | |
| FRL | 47 | 59 | 61 | 55 | 69 | 52 | 60 | | | | |

ESSA Data Review

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

| ESSA Federal Index | |
|---|-----------------|
| ESSA Category (TS&I or CS&I) | [not available] |
| OVERALL Federal Index – All Students | 33 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 4 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 231 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 95% |

Subgroup Data

| Students With Disabilities | |
|--|-----|
| Federal Index - Students With Disabilities | 31 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 2 |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| Asian Students | |
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| Black/African American Students | |
| Federal Index - Black/African American Students | 33 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| Hispanic Students | |
| Federal Index - Hispanic Students | 25 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| Multiracial Students | |
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |

| White Students | |
|--|-----|
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 34 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Analysis

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

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

According to 2021-2022 Power BI data, 5th grade reflects an increase in i-Ready ELA and Math. The ELA and Math data demonstrated an upward positive trend. However, the results of the 2020-2021 FSA data reflects a significant decrease across all core content areas: ELA decreased from 45% to 35% as compared to the 2019 FSA, which is a 10 percentage points difference. Math decreased from 70% to 33% as compared to the 2019 FSA, which is a 37 percentage points difference. Science decreased from 51% to 29% as compared to the 2019 FCAT 2.0 assessment, which is a 22 percentage points difference.

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

According to the 2021-2022 Power BI data, the students performing on the bottom quartile have demonstrated the greatest need for improvement. Additionally, there was a significant decrease in the area of Math as reflected on the 2021 FSA data results. Math declined from 70% to 33% as compared to the 2019 FSA, which is a 37 percentage points decrease.

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

The actions that contributed to the success of students included extended learning opportunities such as, Spring Break Academy, Saturday School, morning tutoring and pull-out.

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

As a result of the 2019 state assessment, Math achievement increased from 55% to 70%. This is a 15 percentage points increase when compared to the 2018 school year.

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

The factors that contributed to the success of students included strategic planning for Tiered tutoring. The new actions that were taken included extended learning opportunities such as morning and afterschool tutoring for the L25, DI, Saturday School, and pull-out support sessions.

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

In order to accelerate learning in all core subjects, teachers will implement DI and Tier 2 interventions. Additionally, Tier 3 interventions will be provided by support staff for students who are working 2 or more years below grade level.

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

Brentwood Elementary School will provide a Mandatory Professional Development workshop that will cover updated instructional resources such as, pacing guides, planning cards, B.E.S.T. standards, DI, and intervention.

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

Additional services will include progress monitoring through i-Ready, pull out support for the L25, and implementation of the new Horizons Intervention program.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

In order to meet the needs of all learners, DI is essential to student success. As a result of the pandemic, many ELA teachers were unable to implement DI with fidelity due to being quarantined and in some cases multiple times. Therefore, the data demonstrated a significant decline in student proficiency. The data from the 2020-2021 FSA indicates the following: Grade 3-5 ELA decreased from 45% to 35% as compared to the 2019 FSA data which is a 10 percentage points difference. As a result of the 2020-2021 i-Ready AP3 data, 46% of the students were identified as performing below grade level.

Measureable Outcome: According to the 2021 FSA data, the goal is to increase grades 3-5 ELA student achievement by 10 percentage points on the 2022 FSA ELA Assessment.

Monitoring: Administrators will monitor through walkthroughs, formal observations, and data chats.

Person responsible for monitoring outcome:

Tamika Robinson (pr0461@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this Area of Focus includes regrouping students based on progress monitoring data to provide re-teaching opportunities through DI.

Rationale for Evidence-based Strategy:

The rationale for this specific strategy is to remediate deficient standards in 3-5 ELA. The resources that will be utilized include i-Ready, McGraw-Hill Wonders, Ready Tools, and News ELA.

Action Steps to Implement

Instructional Coach will review data from assessments with teachers during weekly collaborative planning sessions from August 31 - October 11, 2021.

Person Responsible Nneka Stepney (solomonhomidias2004@gmail.com)

The instructional coach will meet with teachers bi-weekly and assist with grouping students based on their academic data from August 31 - October 11, 2021.

Person Responsible Nneka Stepney (solomonhomidias2004@gmail.com)

Instructional Coach will assist teachers weekly with planning and selecting resources to support students instructional academic needs as well as students with disabilities from August 31 - October 11, 2021.

Person Responsible Nneka Stepney (solomonhomidias2004@gmail.com)

Instructional Coaches will monitor the implementation of i-Ready and conduct weekly data chats with teachers to ensure they are using the data to make informed instructional decisions to drive their classroom instruction. This will occur from August 31 - October 11, 2021.

Person Responsible Nakesheae Byrd (njbyrd@dadeschools.net)

The Intermediate Instructional Coach will provide support to 3rd-5th grade ELA teachers by pulling small groups of students four days a week to target specific learning deficiencies from November 1 - December 21, 2021.

Person Responsible Nneka Stepney (solomonhomidias2004@gmail.com)

The Primary Instructional Coach will provide support to 2nd grade ELA teachers by pushing in and remediating small groups of students four days a week to target specific learning deficiencies in phonics from November 1 - December 21, 2021.

Person Responsible Nakesheae Byrd (njbyrd@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: According to the 2021 FSA data, there was a decline in Math achievement in grades 3-5. The 2021 FSA Math findings demonstrate that just 30 percent of students achieved overall proficiency, a decrease of 38 percentage points from our 2019 Math proficiency rating of 68 percent.

Measureable Outcome: As a result of the 2021 FSA data, the specific measurable outcome is to increase student achievement in Math by 10 percentage points in grades 3-5.

Monitoring: Administrators will monitor through walkthroughs, formal observations, and data chats.

Person responsible for monitoring outcome: Solomon Homidas (shomidas@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this Area of Focus is Goal Oriented Learning, which includes ensuring students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson.

Rationale for Evidence-based Strategy: The rationale for this specific strategy is to ensure that what is planned transfers to the classroom through effective instructional practices.

Action Steps to Implement

The Math Coach will review data from Topic Assessments and i-Ready on a weekly basis with teachers during collaborative planning sessions and gather resources to remediate deficiencies from August, 31 - October 11, 2021.

Person Responsible Charlene Curry Carswell (cycurry@dadeschools.net)

Math Coach will conduct weekly coaching cycles and support teachers with identifying resources to implement data-driven instruction from August, 31 - October 11, 2021.

Person Responsible Charlene Curry Carswell (cycurry@dadeschools.net)

Math Item Specs will be utilized during weekly collaborative planning sessions to assist teachers in aligning their lessons to target assessment needs from August, 31 - October 11, 2021.

Person Responsible Charlene Curry Carswell (cycurry@dadeschools.net)

During the weekly collaborative planning sessions, the Math Coach will support teachers with the utilization and implementation of Reflex Math, i-Ready, and Topic Assessments from August, 31 - October 11, 2021.

Person Responsible Charlene Curry Carswell (cycurry@dadeschools.net)

The Math Coach will conduct bi-weekly Math instructional planning sessions with K-5 Math teachers to closely examine data from Topic Assessments to remediate deficient standards during Differentiated Instruction (DI) from November 1 - December 21, 2021.

Person Responsible Charlene Curry Carswell (cycurry@dadeschools.net)

The Math Instructional Coach will provide support to 3rd - 4th grade Math teachers by pulling small groups of students four days a week to target specific learning deficiencies based on Topic Assessments from November 1- December 21, 2021.

Person Responsible Charlene Curry Carswell (cycurry@dadeschools.net)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: According to the 2021 FSA data, there is a need to provide specific teacher feedback in order to improve instructional practices. The 2021 FSA data demonstrated that Grade 3-5 ELA decreased from 45% to 35% as compared to the 2019 FSA data which is a 10 percentage points difference.

Measureable Outcome: The Leadership Team will provide teachers with a more specific feedback during classroom walkthroughs. As a result of the feedback, there should be an improvement in progress monitoring data.

Monitoring: After classroom walkthrough, Administration will meet with teachers to provide specific teacher feedback. Additionally, progress monitoring assessments will be closely analyzed to identify areas of weaknesses and growth.

Person responsible for monitoring outcome: Solomon Homidas (shomidas@dadeschools.net)

Evidence-based Strategy: The evidenced-based strategy we will use for this Area of Focus is Shared Leadership, which suggests the need to develop leadership capacity among all members of the school community. Teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be accomplished by recognizing that multiple leadership styles are required, involving all stakeholders in collaborative efforts toward a common goal, and ensuring that everyone shares responsibility and accountability.

Rationale for Evidence-based Strategy: The rationale for this specific strategy is to identify and support the instructional practices of teachers, which will improve academic achievement.

Action Steps to Implement

The Leadership Team will conduct weekly classroom walk-throughs followed by team debriefing sessions to discuss concerns from August 31 - October 11, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will debrief with select teachers after weekly walk-throughs. The dialogue will include one positive observation and an engaging question about classroom instruction. This will occur August 31 - October 11, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will provide monthly incentives to increase teacher motivation from August 31 - October 11, 2021.

Person Responsible Tamika Robinson (pr0461@dadeschools.net)

Administrators will provide personal "shout-outs" for teachers demonstrating explicit and effective classroom instruction during monthly Faculty Meeting and over the morning announcements from August 31 - October 11, 2021.

Person Responsible Tamika Robinson (pr0461@dadeschools.net)

Administrators will provide Differentiated Instruction (DI) feedback cards for teachers demonstrating effective and engaging small group instruction from November 1 - December 21, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will attend the Math instructional planning sessions to oversee effective planning and instructional practices across multiple grade levels from November 1 - December 21, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

#4. Culture & Environment specifically relating to School Safety

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| Area of Focus Description and Rationale: | According to the 2020-2021 School Climate Survey, 56% students either agreed or strongly agreed they were bullied, and as a result, did not feel safe. |
| Measureable Outcome: | One-hundred percent of Teachers will incorporate Social Emotional Learning (SEL) strategies into their daily core instructional practices to establish and maintain positive relationships and make responsible decisions. |
| Monitoring: | The Leadership Team will conduct classroom walk-throughs to observe the implementation of SEL strategies. Administration will recognize teachers through "shout-outs" when they are observed promoting positive relationships. |
| Person responsible for monitoring outcome: | Solomon Homidas (shomidas@dadeschools.net) |
| Evidence-based Strategy: | The evidenced-based strategy we will utilize is Inclusivity, Tolerance and Anti-Bullying. This ensures staff will implement school wide programs that promote inclusivity, build tolerance and reduce bullying. |
| Rationale for Evidence-based Strategy: | The resource utilized will be the SEL instructional materials embedded into our core curriculum to help promote and establish a safe learning environment. |

Action Steps to Implement

The school counselor will facilitate the Superintendent's initiative for Value's Matter once per month from August 31 - October 11, 2021.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

School Counselor will conduct weekly classroom visits to implement social and emotional learning from August 31 - October 11, 2021.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From October 1 - October 29, 2021, which is Anti-Bullying Month, students will have the opportunities to engage in activities that promote positive behaviors.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From August 31 - October 11, 2021, small group sessions will take place during lunch time to educate students on the negative effects of bullying and why it should not occur.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From November 1 - December 21, 2021, the school counselor will announce core values for the month over the public address system.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From November 1 - December 21, 2021, the school counselor will select a student to be celebrated as the student of the month at a quarterly recognition ceremony.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

Additional Schoolwide Improvement Priorities

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

After reviewing the school's safety data, we had 0.6 incidents when compared to the statewide data average of 1.0. and a low rating of 0.0 for property incidents. As a result of reviewing the school's discipline data, we noted a decrease in the number of students receiving a disciplinary referrals. We have a low rating for violence and property incidents when compared to the SafeSchoolsforAlex.org. In addition, Brentwood Elementary School has a low suspension rate. Our primary concern will be to ensure that students are not trespassing on school property.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

The Leadership Team builds a positive school culture and environment by acknowledging staff birthdays, attendance, and shout outs for student achievements. Additionally, teachers are celebrated yearly during the annual Teacher's Appreciation Week.

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

The stakeholders include the Leadership Team, teachers, parents, and students. All play a role in promoting a positive culture and environment at the school. The Leadership Team meets to plan all functioning activities at the school site to ensure that they are building a level of inclusivity. Teachers utilize incentives to motivate students to put forth their best efforts on class assignments and assessments. Parents participate in EESAC meetings to collaborate with teachers, students, and administrators on educational decisions such as, instructional resources and programs and incentives to promote student achievement.

Part V: Budget

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| 1 | III.A. | Areas of Focus: Instructional Practice: ELA | \$0.00 |
| 2 | III.A. | Areas of Focus: Instructional Practice: Math | \$0.00 |

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|---------------|--------|---|---------------|
| 3 | III.A. | Areas of Focus: Leadership: Specific Teacher Feedback | \$0.00 |
| 4 | III.A. | Areas of Focus: Culture & Environment: School Safety | \$0.00 |
| Total: | | | \$0.00 |