

Miami-Dade County Public Schools

BRENTWOOD ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

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

Purpose and Outline of the SIP

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

I. School Information

A. 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Tamika R. Robinson

Position Title

Principal

Job Duties and Responsibilities

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.

Leadership Team Member #2

Employee's Name

Katina L. Mcrae

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Nneka Stepney

Position Title

Reading Coach

Job Duties and Responsibilities

The duties and responsibilities of the Reading Coach is to plan and provide instructional support to teachers using Florida's B.E.S.T. Standards for Reading and Language Arts (Writing). Additionally, she supports teachers in planning, delivering, and assessing quality ELA instruction.

Leadership Team Member #4

Employee's Name

Augrel Williams

Position Title

Math Liaison

Job Duties and Responsibilities

The role of the Math Coach/Liaison is to plan and provide instructional support to teachers using Florida's B.E.S.T. Standards for Mathematics. Additionally, she supports teachers in planning, delivering, and assessing quality math instruction.

Leadership Team Member #5

Employee's Name

Angela Simmons

Position Title

School Counselor

Job Duties and Responsibilities

The school counselor develops and implements ideas and activities to assist all children in improving

their academic and social development. The work of the school counselor is crucial in ensuring that schools provide an environment favorable to academic success.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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

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

The School Improvement Plan (SIP) development process is a collaborative approach involving various stakeholders like school leadership, teachers, parents, families, and community leaders. The process starts with identifying stakeholders and communicating the importance of their involvement. The School Advisory Committee (EESAC) is formed to gather diverse perspectives, followed by data collection and analysis to understand the current school situation. Stakeholder input enables the sharing of ideas and concerns. The collected input is then used to set clear goals, devise strategies, and create action plans for improvement. Feedback ensures that the SIP aligns with stakeholder expectations before finalization. Once approved, the SIP is implemented, with regular progress monitoring and continuous communication to stakeholders while maintaining engagement and transparency.

Involving stakeholders in the SIP process ensures that the plan addresses various perspectives and needs within the school community. By integrating their insights, the school establishes relevant goals, strategies, and action plans for improvement, fostering a sense of ownership and support among stakeholders as the plan is put into action.

SIP Monitoring

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

The School Improvement Plan (SIP) will be closely monitored to ensure effective implementation and its impact on student achievement, particularly for those with significant achievement gaps. Regular assessments of academic data, attendance, and disciplinary incidents will gauge the plan's success in meeting State academic standards. The school leadership, alongside teachers and stakeholders, will regularly analyze this data to identify trends and evaluate the effectiveness of SIP strategies. Continuous feedback from teachers, parents, students, and the community will be considered to gain

diverse perspectives on the plan's implementation and its effects.

In cases where the plan's strategies fall short, targeted interventions will be initiated, which might involve personalized learning plans, additional support, or mentoring. The SIP will remain flexible and subject to revision based on the data-driven evaluations and stakeholder input. The school will communicate openly about progress, challenges, and revisions, ensuring transparency and collaboration throughout the process. Through this dynamic approach, the school aims to ensure that the SIP continually evolves to effectively address achievement gaps and propel all students toward meeting State academic standards.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	98.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: C 2022-23: B* 2021-22: B 2020-21: 2019-20: B

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	0	8	9	7	8	10				42
One or more suspensions	0	1	1	2	4	4				12
Course failure in English Language Arts (ELA)			6	8	10	6				30
Course failure in Math			5	17	9	10				41
Level 1 on statewide ELA assessment				14	11	16				41
Level 1 on statewide Math assessment				5	9	24				38
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		9	19	27						55
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)		7	5	12	6					30

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	11	27	17	27				89

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	14	0	0				14
Students retained two or more times	0	0	0	2	1	1				4

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	16	17	17	10	25	11				96
One or more suspensions			1							1
Course failure in ELA		10	7	9	10	12				48
Course failure in Math		2	8	13	17	15				55
Level 1 on statewide ELA assessment				25	25	14				64
Level 1 on statewide Math assessment				17	23	14				54
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	10	21	18	35						137

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		4	4	23	27	21				79

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				14						14
Students retained two or more times				1	6					7

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	43	63	57	48	60	53	40	62	56
ELA Grade 3 Achievement **	33	63	58	46	60	53			
ELA Learning Gains	60	64	60				63		
ELA Learning Gains Lowest 25%	61	62	57				57		
Math Achievement *	53	69	62	64	66	59	52	58	50
Math Learning Gains	50	65	62				84		
Math Learning Gains Lowest 25%	44	58	52				83		
Science Achievement *	36	61	57	48	58	54	39	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	61	64	61		63	59	73		

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

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	49%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	441
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
49%	52%	61%	33%		61%	59%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	27%	Yes	5	2
English Language Learners	58%	No		
Black/African American Students	47%	No		
Hispanic Students	52%	No		
Economically Disadvantaged Students	46%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	19%	Yes	4	1
Black/African American Students	49%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Hispanic Students

57%

No

Economically Disadvantaged Students

47%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
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Students With Disabilities

36%

Yes

3

English Language Learners

69%

No

Native American Students

Asian Students

Black/African American Students

60%

No

Hispanic Students

65%

No

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	63%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	43%	33%	60%	61%	53%	50%	44%	36%					61%
Students With Disabilities	13%		50%		22%	22%							
English Language Learners	43%		70%		57%	60%							61%
Black/African American Students	43%	33%	60%	62%	54%	49%	38%	39%					
Hispanic Students	37%		64%		47%	50%							62%
Economically Disadvantaged Students	40%	31%	60%	64%	48%	44%	42%	32%					53%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	48%	46%			64%			48%					
Students With Disabilities	16%				32%			8%					
Black/African American Students	47%	40%			64%			44%					
Hispanic Students	52%				62%								
Economically Disadvantaged Students	45%	39%			62%			42%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	40%		63%	57%	52%	84%	83%	39%					73%
Students With Disabilities	16%		40%	50%	17%	80%		13%					
English Language Learners	36%		80%		64%	90%							73%
Native American Students													
Asian Students													
Black/African American Students	40%		62%	57%	51%	84%	85%	38%					
Hispanic Students	35%		73%		59%	91%							
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	39%		63%	57%	51%	86%	86%	40%					80%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	31%	56%	-25%	55%	-24%
Ela	4	39%	55%	-16%	53%	-14%
Ela	5	50%	56%	-6%	55%	-5%
Math	3	49%	65%	-16%	60%	-11%
Math	4	36%	62%	-26%	58%	-22%
Math	5	62%	59%	3%	56%	6%
Science	5	34%	53%	-19%	53%	-19%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Reading: iReady Diagnostics showed the most improvement. iReady AP1 showed 22% of students in Grades K-5 ELA at or above grade level. After the administration of iReady AP2, 39% of students were proficient. This is a 17 percentage points increase.

Mathematics: AP1 and AP2 demonstrated a 16-point improvement in proficiency based on the 2023-2024 iReady statistics; AP1 was 14% and AP2 was 30%. New actions included monitoring school-wide iReady usage and passage rates on a weekly basis, and displaying the results on our "iReady Data Brag Boards" as new measures to increase competency.

Lowest Performance

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

Grade 3 ELA showed the lowest performance as demonstrated by FAST PM3. The overall proficiency rate is 33%. One contributing factor to this low performance includes 40% of rising 3rd graders during the 2023-2024 school year reading two or more grade levels below proficiency. Secondly, our school did not have a reading interventionist for additional support services.

With a proficiency score of (21/55), or 38%, Grade 4 Mathematics demonstrated the lowest performance in the 2024 FAST PM 3 statistics. The lack of consistent coaching support for a 2nd TLC, common planning that focused on rigor and a lack of consistent DI had an impact on the Grade 4 students' performance in Mathematics.

Greatest Decline

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

Grade 4 ELA showed the greatest decline from the prior year. During the 2022-2023 school year, FAST PM 3 data reflected 51% proficiency. After reviewing the FAST PM3 data for the 2023-2024

school year, 4th grade reading proficiency is 41%, which is a 10 percentage points decrease. A major contributing factor to this decline was not having a reading interventionist to provide additional Tier 2 and/or Tier 3 support with increasing students' phonics, vocabulary, and comprehension skills.

A vertical alignment comparison of FAST PM 3 data revealed that 4th Grade students showing the greatest decline from 54% proficiency in 2023 to a 38% proficiency in 2024 (-16 points). Factors that contributed to the decline were The lack of consistent coaching support for a 2nd TLC, common planning that focused on rigor and a lack of consistent DI had an impact on the Grade 4 students' performance in Mathematics.

Grade 5 Science showed a significant decrease from the prior year. During the 2022-2023 school year, FAST PM3 data reflected 42% proficiency. After reviewing the the FAST PM3 data for the 2023 -2024 school year, 5th grade Science proficiency is 34%, which is a 8 percentage point decrease. A major contributing factor to this decline was inconsistent support with Science tutoring.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When compared to the state average, Grade 3 ELA had the greatest gap. According to FAST PM3 data, the State average is 55%. However, Grade 3 ELA is 33%, which is a 22 percentage points gap. In addition to students reading two or more grade levels below proficiency, select teachers were not successful in providing explicit and targeted instruction based on student data as discussed during collaborative planning sessions.

Fourth grade math showed the biggest disparity in proficiency compared to the state's average, with a 36% proficiency against the state's 58% proficiency (-22 points difference).

EWS Areas of Concern

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

Potential areas of concern include student attendance, students with substantial Math and Reading deficiencies, and student referrals.

Highest Priorities

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

1. Attendance
2. D.I. and Intervention
3. Learning Gains

4. Increase rigor in Mathematics
5. Science Foundation

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An analysis of the 2024 administration of the English Language Arts FAST Assessment indicates that, 13% of SWD population were proficient in ELA as compared to 16% that were proficient on the 2023 administration of the English Language Arts FAST Assessment . As a result, it's important to strategically focus on the tools and teaching methods used for differentiated instruction and make the required modifications as additional data becomes available.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of SWD population scoring proficiency in ELA in grades 3-5 on the state assessment in 2024–2025 will increase by 10 percentage points (23% proficient) if we strategically target the materials and instructional strategies being used differentiated instruction.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team will conduct weekly walkthroughs and provide immediate corrective feedback on implementation of differentiated instruction. Grade level teams will conduct monthly data chats while administrative data chats will be held quarterly to provide teachers and the administrative team with the capacity to track student data and use it effectively to drive instructional practices.

Person responsible for monitoring outcome

Tamika R. Robinson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a teaching approach or philosophy designed to accommodate the diverse learning needs of students within the same classroom. It involves offering various pathways for students to acquire content, process and understand concepts, and demonstrate their knowledge through tailored teaching materials and assessments. This strategy ensures that all students, regardless of their abilities, can learn effectively. Research supports that this method benefits a broad spectrum of learners.

Rationale:

An analysis of the 2024 administration of the English Language Arts FAST Assessment indicates that, 13% of SWD population were proficient in ELA as compared to 16% that were proficient on the 2023 administration of the English Language Arts FAST Assessment . This data highlights the importance of consistently applying differentiated instructional techniques that are driven by data and closely monitoring intervention data with fidelity to effectively address the needs of this subgroup.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis

Person Monitoring:

Nneka Stepney

By When/Frequency:

Bi-Weekly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

In collaboration with teachers, the reading coach will analyze data from i-Ready and Bi-weekly Progress Monitoring Assessments to address the needs of SWD.

Action Step #2

Coaching Cycles

Person Monitoring:

Nneka Stepney

By When/Frequency:

Weekly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Reading Coach will conduct weekly coaching cycles and work with a targeted group of teachers in identifying resources to apply data-driven instruction in order to close the achievement gap with SWD.

Action Step #3

Intervention

Person Monitoring:

Nneka Stepney

By When/Frequency:

Weekly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Reading Coach will assist teachers with the implementation of differentiated instruction and interventions during weekly collaborative planning meetings

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An analysis of the 2024 administration of the English Language Arts FAST Assessment indicates that 43% of students demonstrated proficiency as compared to 48% of students school-wide demonstrating proficiency on the 2023 administration of the Florida Standards Assessment. This data demonstrates the need for an increase in vocabulary and comprehension skills.

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

According to the 2024 FAST: STAR PM 3 data, Grade 1 students reflected 44% of students reading proficiently, which is a decrease of 9 percentage points from the 2023 school year, which showed 53% proficiency. This data demonstrates that 56% of learners are unable to read texts at their grade level, this area has been classified as having an urgent need.

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

According to the 2024 FAST data results, Grades 3-5 ELA decreased from 48% to 43% compared to the 2023 FSA data, a difference of 5 percentage points. Our proficiency is still below the district's average of 58%. Because 57% of pupils lack the necessary vocabulary and comprehension skills required to successfully learn grade-level content, this area has been classified as having an urgent need.

Grades K-2: Measurable Outcome(s)

Fifty-percent or more 1st grade students will be proficient on the 2024-2025 K-2 FAST: Star PM3 Assessment administered in the Spring. Utilizing the Reading Writing Companion (RWC), the reading coach will keep collaborating with teachers to put strategies in place, such as chunking the texts and collaborative conversations to increase the rigor of whole-group instruction.

Grades 3-5: Measurable Outcome(s)

Fifty Five-percent or more of 3rd and 5th grade students will demonstrate proficiency on the

2024-2025 FAST PM3 Assessment administered in the Spring. In order to increase the rigor of whole-group instruction using the Reading Writing Companion (RWC), the reading coach will continue to collaborate with teachers and implement a plan that enables students to use their critical thinking skills.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Area of Focus will be closely monitored using F.A.S.T. PM assessments, i-Ready Progress Monitoring (AP1 and AP2), and biweekly progress monitoring assessments.

Person responsible for monitoring outcome

Tamika R. Robinson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based practices that will be utilized include Before, During, and After (BDA) Reading Strategies and standards based collaborative planning. These practices improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers.

Rationale:

These programs have been selected because they focus on placement by domain, address overall results, and offer a summary of needs analysis by grade, class, or report groups.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Coaching

Person Monitoring:

Nneka Stepney, Reading Coach

By When/Frequency:

Bi-Weekly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To satisfy the needs of learners who are in the bottom 25% quartile, the instructional coach will co-

teach with select teachers and have biweekly meetings to disaggregate data.

Action Step #2

Professional Development

Person Monitoring:

Nneka Stepney, Reading Coach

By When/Frequency:

Quarterly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning sessions, the Leadership Team will provide opportunities for professional development for teachers to discuss best practices that will support the needs of all learners.

Action Step #3

Effective instruction

Person Monitoring:

Nneka Stepney, Reading Coach and Administration

By When/Frequency:

Weekly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To verify that teachers are utilizing the Framework Of Effective Instruction, the instructional coach will conduct informal observations regularly to monitor the teachers' instructional practices.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An analysis of the 2024 administration of the Math FAST Assessment indicates that 53% of students demonstrated proficiency as compared to 64% of students that demonstrated proficiency on the 2023 administration of the Math FAST Assessment. This data demonstrates the need for an increase in mathematics computation and application skills.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students scoring proficiency in Math in grades 3-5 on the FAST assessment in 2024–2025 will increase by 17 percentage points (70% proficient) if we strategically target the materials and instructional strategies being used during differentiated instruction and extended learning opportunities.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The administrative team will conduct weekly walkthroughs and provide immediate corrective feedback on implementation of differentiated instruction and extended learning opportunities. Grade level teams will conduct monthly data chats while administrative data chats will be held quarterly to provide teachers and the administrative team with the capacity to track student data and use it effectively to drive instructional practices.

Person responsible for monitoring outcome

Katina McRae, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a teaching approach or philosophy designed to accommodate the diverse learning needs of students within the same classroom. It involves offering various pathways for students to acquire content, process and understand concepts, and demonstrate their knowledge through tailored teaching materials and assessments. This strategy ensures that all students, regardless of their abilities, can learn effectively. Research supports that this method benefits a broad spectrum of learners.

Rationale:

An analysis of the 2024 administration of the Math FAST Assessment indicates that 53% of students demonstrated proficiency as compared to 64% of students that demonstrated proficiency on the 2023 administration of the Math FAST Assessment. This data demonstrates the need for an increase in mathematics computation and application skills via targeted instruction and differentiated instruction.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Data Analysis

Person Monitoring:

Katina McRae, Assistant Principal

By When/Frequency:

Bi-Weekly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning sessions, the Math Liaison and/or administrator will analyze data from Topic Assessments and i-Ready with teachers and compile resources to strengthen areas of deficiencies by incorporating the use of instructional strategies, manipulatives, and technology tools that focus on these key areas.

Action Step #2

Targeted Instruction

Person Monitoring:

Katina McRae, Assistant Principal

By When/Frequency:

Monthly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilize instructional strategies targeting the specific computation and application skills where students showed weakness and provide teachers with training on best practices for teaching these specific math skills.

Action Step #3

Differentiated Instruction

Person Monitoring:

Katina McRae, Assistant Principal

By When/Frequency:

Bi-Weekly / September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Math Liaison and/or Administrator will ensure that students are grouped based on their specific needs and these groups will regularly be reassessed and regrouped to ensure they receive the appropriate level of challenge and support.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the data points from the 2024 Attendance and Early Warning Indicators (EWI) report on PowerBi, 30% of our student body had between 16-30 absences. The district has a rate of 20% of students having 16-30 absences or more. There is a negative correlation between students absences and student achievement. Based on this data, we will implement attendance initiatives.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for

each relevant grade level. This should be a data-based, objective outcome.

Our goal is to decrease the percentage of students having 16-30 absences by 10 percentage points. It would decrease our school's attendance goal to 20% of students with 16-30 absences by June 2025.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance will be monitored on a daily basis. Our Attendance Review Committee (ARC) will meet biweekly to address truant students. An ARC plan will be implemented to contact parents/guardians with absences over 3 days.

Person responsible for monitoring outcome

Angela Simmons, School Counselor

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Our school will focus on the evidence-based intervention of : Attendance Initiative. Strategic Attendance Initiatives involves close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale:

Attendance Initiatives provides a plan of action for addressing students who are truant. It provides resources to truant families that will assist them in improving their children's attendance. Our goal is to decrease the number of students with excessive absences and improve our school-wide attendance rate.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

ARC

Person Monitoring:

Angela Simmons, Counselor

By When/Frequency:

Bi-Weekly/ September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance Review Committee will meet biweekly to identify students who have at least 3

absences.

Action Step #2

Perfect Attendance Recognition

Person Monitoring:

Katina McRae, Assistant Principal

By When/Frequency:

Quarterly/September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Students will be recognized quarterly for having perfect attendance.

Action Step #3

Incentives

Person Monitoring:

Katina McRae, Assistant Principal

By When/Frequency:

Daily/September 27, 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

An incentive program will be implemented during morning and/or afternoon announcements rewarding random students for being physically present on for the day.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

List the school's webpage where the SIP is made publicly available.

Disseminating a School Improvement Plan effectively to students, families, school staff, leadership, local businesses, and organizations requires a well-structured and inclusive approach. Below is a comprehensive plan for dissemination that addresses each of these stakeholders:

School Website

Post the School Improvement Plan on the school's website in a prominent location. Ensure the document is easily downloadable in various formats, including PDF, to accommodate different preferences and devices.

Email:

Send an email with the School Improvement Plan to all school staff and community stakeholders. Encourage recipients to provide feedback

Parent-Teacher Association (PTA)

Share the School Improvement Plan with the PTA leadership. Request their assistance in disseminating the plan to parents and guardians through PTA meetings and events.

EESAC Meetings:

Host ESSAC meetings for parents, teachers, staff and community partners to discuss the School Improvement Plan in detail.

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other

community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Building positive relationships with parents, families, and other community stakeholders is essential for fulfilling the school's mission, supporting the needs of students, and keeping parents informed of their child's progress. Here's a description of how we plan to achieve this:

Creating a warm and welcoming atmosphere in the school by hosting open houses, back-to-school nights, and parent-teacher conferences.

Ensure that all staff members are approachable and ready to listen to parents' concerns and suggestions.

Establish a clear and consistent communication plan that includes monthly calendars, phone calls, and social media post.

Send regular updates on school events, important dates, and academic progress reports.

Encourage parents to actively participate in the PTA and ESSAC.

Utilize digital platforms and parent portals to provide easy access to student grades, assignments, and attendance records.

Recognize and celebrate student achievements and milestones in school and/or community events to foster a sense of pride and engagement among families.

Building positive relationships with parents, families, and community stakeholders should be an ongoing and collaborative effort. By actively engaging with these stakeholders and addressing their needs and concerns, the school can create a supportive and inclusive environment that benefits the educational journey of every student.

Parents can access the PFEP at <https://brentwoodmustangs.net/>.

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include

the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)(ii))

A school's educational offerings can be improved by enhancing the academic program, expanding and improving learning time, and delivering an enhanced and accelerated curriculum. This is our plan to accomplish these objectives:

Review and Align Curriculum: Conduct a comprehensive review of the existing curriculum to ensure it aligns with state and national standards and incorporates best practices in pedagogy.

Provide Differentiated Instruction: Develop strategies to differentiate instruction to meet the needs of diverse learners, including students with varying abilities, interests, and learning styles.

Provide Enrichment Opportunities: Identify opportunities to infuse enrichment activities within the curriculum, such as project-based learning, interdisciplinary projects, and real-world applications of knowledge.

Data-Driven Instruction: Train teachers to use data effectively to assess student performance and adapt their instruction accordingly.

Intervention Programs: Implement intervention programs for struggling students, including tutoring, counseling, and academic support.

Special Education Services: Ensure that students with special needs receive appropriate accommodations and support services.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Developing an effective School Improvement Plan should involve coordination and integration with other Federal, State, and local services, resources, and programs to maximize the impact on students' education and well-being. This approach aligns with the Every Student Succeeds Act (ESSA) 1114(b)(5) requirement to leverage various resources and services for school improvement. Here's how the plan can be coordinated with relevant programs and services:

1. ESSA-Funded Programs:

Title I, Part A: Align the School Improvement Plan with the goals and strategies of Title I, which

supports schools with high percentages of students from low-income families. Ensure that interventions and resources are complementary.

Title II, Part A: Use professional development resources from Title II to support teacher and staff training, which can be integrated into the School Improvement Plan.

Title III, Part A: If applicable, consider the needs of English learners and align strategies to support their language acquisition and academic achievement. Safe Schools Initiatives: Collaborate with local prevention programs and implement initiatives to create a safe and secure learning environment. Ensure that strategies for addressing problem behavior align with the School Improvement Plan's goals for a positive school climate.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

At Brentwood ES, we offer a variety of strategies and services to support students' social, emotional, and behavioral development beyond the academic curriculum. At the present, we employ a school counselor who provides individual and group counseling to address students' emotional and social needs. Additionally, she schedules sessions with students, either individually or in groups, to provide consistent support. She also conducts classroom guidance lessons on topics like empathy, friendship, and conflict resolution.

Additionally, we have an on-site Mental Health Coordinator and we partner with mental health organizations that provide more intensive support for students with mental health needs.

Furthermore, we have the 5000 Role Models of Excellence Project. This initiative aims to help minority male students in grades three through 12 succeed in school and in life by providing positive role models, building self confidence, preparing students for society and improving academic performance.

Preparing for Postsecondary Opportunities and the Workforce

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

N/A

Addressing Problem Behavior and Early Intervening Services

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

The implementation of a schoolwide tiered model to prevent and address problem behavior, often referred to as a Multi-Tiered System of Supports (MTSS), typically involves the following components:

1. Tier 1: Universal Prevention

Schoolwide Expectations: The entire school community is taught clear behavioral expectations. Positive behaviors are reinforced consistently across all settings.

Positive Behavioral Interventions and Supports (PBIS): A proactive approach is used to create a positive school culture, with strategies in place to promote appropriate behavior for all students.

Universal Screening: All students are regularly screened to identify those who may need additional support.

2. Tier 2: Targeted Interventions

Small Group Support: Students identified through screening or teacher observation as needing additional help receive targeted interventions, such as social skills groups or behavior contracts.

Progress Monitoring: Students receiving Tier 2 supports are closely monitored to assess the effectiveness of the interventions and make necessary adjustments.

3. Tier 3: Intensive Interventions

Individualized Support: For students with significant behavioral challenges, individualized interventions are provided, often involving more intensive support from school counselors, psychologists, or special education services.

Behavior Intervention Plans (BIPs): For students who require Tier 3 support, BIPs are developed to address specific behaviors through tailored strategies.

4. Coordination with IDEA

Early Intervening Services: The tiered model is coordinated with services under the Individuals with Disabilities Education Act (IDEA), ensuring that students with disabilities receive appropriate supports. This includes the development of Individualized Education Programs (IEPs) for eligible students.

Collaboration and Alignment: Schools align their MTSS framework with IDEA requirements, ensuring that interventions are compliant with federal regulations and tailored to meet the needs of students with disabilities.

5. Data-Driven Decision Making

Ongoing Assessment: Data from screenings, progress monitoring, and other assessments inform decisions about the level of support needed for each student.

Team Collaboration: Multi-disciplinary teams, including educators, counselors, and special education staff, collaborate to review data and coordinate interventions.

This tiered approach ensures that all students receive the appropriate level of support, with more intensive interventions provided to those who need them most, while aligning with the legal requirements of IDEA and ESEA.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

To improve instruction and data use, regular professional development sessions are offered district wide to focus on enhancing teachers' instructional strategies, with an emphasis on using data from academic assessments to inform and differentiate instruction.

New teachers receive mentorship from experienced educators, helping them acclimate to the school environment and refine their teaching practices.

Strategies to Assist Preschool Children

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

Preschoolers and their families were invited to tour the school, meet the teacher, and get familiar with the classroom environment before the start of the school year. We also held a meeting to give parents information on preparing their children for kindergarten, including foundational skills in literacy, numeracy, and social interaction.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

The EESAC Committee reviews the school's improvement funding allocations and resources every month, sharing this information with various stakeholders, including parents, community members, and staff. This information is also communicated to faculty and staff during our monthly faculty meetings.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

The evidence-based resources that will be utilized include the F.A.S.T. PM assessments, i-Ready Progress Monitoring (AP1 and AP2), i-Ready passage rates, and McGraw-Hill biweekly progress monitoring assessments. These practices are aligned with the B.E.S.T. ELA Standards. These programs have been selected because they focus on placement by domain, address overall results, and offer a summary of needs analysis by grade, class, or report groups.

The plan to address the needs is as follow:

- To satisfy the needs of learners in our SWD population, the instructional coach will collaborate with select teachers and have biweekly meetings to disaggregate data from August 15 to September 27, 2024.
- During collaborative planning sessions, opportunities for professional development for teachers will be provided to discuss best practices that will support the needs of all learners from August 15 to September 27, 2024.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00