FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM
2012-2013 SCHOOL IMPROVEMENT PLAN

School Name: BRENTWOOD ELEMENTARY SCHOOL

District Name: Escambia

Principal: Brian K. Alaback

SAC Chair: Gina Robinson

Superintendent: Malcolm Thomas

Date of School Board Approval: November 20, 2012

Last Modified on: 10/30/2012

PART I: CURRENT SCHOOL STATUS

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

School Grades Trend Data
Florida Comprehensive Assessment Test (FCAT)/Statewide Assessment Trend Data
High School Feedback Report
K-12 Comprehensive Research Based Reading Plan

ADMINISTRATORS

List your school's administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (percentage data for achievement levels, learning gains, Lowest 25%), and Ambitious but achievable annual measurable objective (AMO) progress.

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO Progress along with the associated school year)
		BA - Elementary Education (1-6), University of West Florida			Holm Elementary (Assistant Principal) 2006 School Grade = B, AYP = Yes Holm Elementary implemented the District's CIM plan and went from a school grade of a "C" to within 5 points of an "A" and made AYP. Holm Elementary (Assistant Principal) 2007 School Grade = B, AYP = No The state school grade added Science and Gains for Lowest Quartile Math (requiring an additional 115 points to earn an "A". Holm Elementary missed an "A" by only 13 points. Brentwood Elementary (Principal) 2008 School Grade = A, AYP = No Brentwood improved from a school grade of a "C" to an "A" with the implementation of the District's CIM plan. Brentwood Elementary (Principal) 2009

Role	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as Administrator	Prior Performance Record
Principal	Brian K. Alaback	MA - Educational Leadership, University of West Florida Florida Principalship Certification	5	7.5	School Grade = A, AYP = No Brentwood continued our CIM plan and increased our "A" point status by 10 percentage points. Brentwood Elementary (Principal) 2010 School Grade = B, AYP = No Brentwood continued our CIM plan and decreased our School Grade point status by 59 percentage points. Brentwood decreased from a School Grade of an "A" to a School Grade of a "B" in 2010. Brentwood Elementary(Principal) 2011 School Grade = B, AYP = No Brentwood continued our CIM plan and increased our School Grade point status by 4 percentage points. Brentwood maintained our School Grade of a "B" in 2011. Brentwood Elementary(Principal) 2012 School Grade = B, AYP = No Brentwood continued our CIM plan and increased our School Grade point status by 7 percentage points. Brentwood maintained our School Grade of a "B" in 2012.
Assis Principal	Kristin Cain	BA - Elementary Education (1-6), University of West Florida MA - Reading Ed (K-2), University of West Florida EdS Educational Leadership, University of West Florida National Board Early and Middle Childhood Literacy ESOL Administration Certification			The 2012-2013 school year is Mrs. Cain's first year as an administrator (Assistant Principal)

INSTRUCTIONAL COACHES

List your school's instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT/Statewide assessment performance (Percentage data for achievement levels, learning gains, Lowest 25%), and AMO progress. Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT/Statewide Assessment Achievement Levels, Learning Gains, Lowest 25%), and AMO progress along with the associated school year)
					Reading Coach 2005-2006 = Brentwood Elementary 73 % proficient in Reading 64 % Students making Annual Learning Gains 70 % Lowest 25% making Annual Learning Gains School Grade = A, AYP = Yes Reading Coach 2006-2007 = Brentwood Elementary 74 % proficient in Reading 60 % Students making Annual Learning Gains 46 % Lowest 25% making Annual Learning Gains School Grade = C, AYP = No Reading Coach 2007-2008 = Brentwood Elementary 79 % proficient in Reading 63 % Students making Annual Learning Gains 63 % Lowest 25% making Annual Learning Gains School Grade = A, AYP = No

| RTI (Reading & Math) | Jodie Broussard | 1991 BA, Elementary Education (1-6) Southern University in Hammond, LA

2005 MA Reading Education K-12 University of West Florida in Pensacola, FL | 10 | 8 | Reading Coach
2008-2009 = Brentwood Elementary
80 % proficient in Reading
70 % Students making Annual Learning Gains
57 % Lowest 25% making Annual Learning Gains
School Grade = A, AYP = No

Reading Coach
2009-2010 = Brentwood Elementary
76 % proficient in Reading
59 % Students making Annual Learning Gains
47 % Lowest 25% making Annual Learning Gains
School Grade = B, AYP = No

Reading Coach
2010-2011 = Brentwood Elementary
74 % proficient in Reading
66 % Students making Annual Learning Gains
59 % Lowest 25% making Annual Learning Gains
School Grade = B, AYP = No

RTI Coach
2011-2012 = Brentwood Elementary
48 % proficient in Reading
69 % Students making Annual Reading Learning Gains
79 % Lowest 25% making Annual Reading Learning Gains
47 % proficient in Math
76 % Students making Annual Math Learning Gains
78 % Lowest 25% making Annual Math Learning Gains
School Grade = B, AYP = No |

EFFECTIVE AND HIGHLY EFFECTIVE TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, effective teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	Hire NCLB Highly Qualified Instructors	Brian Alaback, Principal	October 2012	
2	Assign Mentor Teachers for First Year Teachers	Brian Alaback, Principal	October 2012	
3	Assign a Brentwood Veteran Teacher to Teachers new to Brentwood	Brian Alaback, Principal	October 2012	
4	Conduct 30 day and 90 day employee, student teachers, & practicum students satisfaction and needs assessment meetings with all instructors	Brian Alaback, Principal	June 1, 2013	

Non-Highly Effective Instructors

Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who received less than an effective rating (instructional staff only).
*When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessional that are teaching out-of-field/ and who are not highly effective.	Provide the strategies that are being implemented to support the staff in becoming highly effective
NA	NA

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Effective Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
38	5.3%(2)	28.9%(11)	52.6%(20)	42.1%(16)	42.1%(16)	94.7%(36)	7.9%(3)	18.4%(7)	21.1%(8)

Teacher Mentoring Program/Plan

Please describe the school's teacher mentoring program/plan by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Audrey Brown - Brentwood Mentor Teacher	Angela McBride	Both teachers are co-teaching in the same kindergarten classroom.	Both teachers will meet monthly with the Principal to share concern, needs, and accomplishments. All mentor teachers and Mentee teachers including teachers with year-long interns and student teacher will participate in a book study with the principal. The tile of the book is 101 "Answer" for New Teachers and Their Mentors: Effective Teaching Tips for Daily Classroom Use by Annette L. Breaux. Both teacher will attend a district Co-Teaching workshop
Angela Harris - Brentwood Mentor Teacher Cathy Roche' - District Mentor Teacher	Angela Amos	Mrs. Harris is the Teacher in Charge of the ICARE Alternative Ed behavior unit which Mrs. Amos is teaching.	Both teachers will meet monthly with the Principal to share concern, needs, and accomplishments. Mrs. Amos is also assigned a District Mentor Teacher who will assist in her first year of teaching and will perform her evaluations. All mentor teachers and Mentee teachers including teachers with year-long interns and student teacher will participate in a book study with the principal. The tile of the book is 101 "Answer" for New Teachers and Their Mentors: Effective Teaching Tips for Daily Classroom Use by Annette L. Breaux.
Melissa Highbaugh - Brentwood Mentor Teacher Cathy Roche' - District Mentor Teacher	Keri Peel	Miss Highbaugh is the grade chair and a successful first grade teacher.	Both teachers will meet monthly with the Principal to share concern, needs, and accomplishments. Mrs. Peel is also assigned a District Mentor Teacher who will assist in her first year of teaching and will perform her evaluations. All mentor teachers and Mentee teachers including teachers with year-long interns and student teacher will participate in a book study with the principal. The tile of the book is 101 "Answer" for New Teachers and Their Mentors: Effective Teaching Tips for Daily Classroom Use by Annette L. Breaux.

ADDITIONAL REQUIREMENTS

Coordination and Integration

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through small group instruction and tutoring. Funding from Title I provides Brentwood with a RTI Coach, Assistant Principal, and a Technology Coordinator. All three employees are utilized to provide academic support for students, teachers, and parents.

Title I, Part C- Migrant

After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are no migrant children at Brentwood Elementary.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I Office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate.

Our school is not an ESOL Center, we currently don't have any ELL students in any grade level. In addition, an Itinerant ESOL teacher, funded through Title II monies, is assigned to our school and is available should any ELL students register at our school during the school year.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office.

At this time, Brentwood Elementary has nine identified homeless students.

Supplemental Academic Instruction (SAI)

SAI monies were reduced and/or eliminated from our school's budget.

Prior to 2011 Brentwood used the SAI monies to help pay for a portion of the Curriculum Coordinator's salary and benefits expenses. During the 2010-2011 school year, Brentwood purchased school supplies that will support the curriculum needs for our students from the remaining balance of our SAI budget.

During the the 2011-2012 school year, the majority of Brentwood's SAI allocation will be used to pay stipends for 3 Brentwood teachers on each grade level to provide before and/or after school tutoring and enrichment curriculum to our students. The remaining funds will be used to purchase school supplies that will support the curriculum needs of our students.

For the 2012-2013 school year,SAI funds will go to pay for Substitutes while teachers conduct parent-teacher conferences, school supplies, and purchase Accelerated Reading Home Connect license for our school.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our

school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying.

The Jeffrey Johnson Stand Up for All Students Act, requires our school to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, beginning with the 2011-2012 School Year, our district will launch the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in our cafeteria. This includes salad bar, ala-cart items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all our of high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

N/A

Job Training

N/A

Other

N/A

Multi-Tiered System of Supports (MTSS)/Response to Instruction/Intervention (RtI)

School-based MTSS/RtI Team

Identify the school-based MTSS leadership team.

Brian K. Alaback, Principal
Kristin Cain, Assistant Principal
Jodie Broussard, RtI Coach
Christine Baker, Technology Coordinator
Stephanie Lackaye, Kindergarten Grade Teacher
Melissa Highbaugh, First Grade Teacher
Allison Robbins, Second Grade Teacher
Sara Gile, Fifth Grade Teacher
Anndreze Mangum, Guidance Counselor
Patti Young, School Psychologist (District Employee)
Angie Harris, ICARE Teacher-In-Charge
Marcia Terway, Behavior Analyst (District Employee)

Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts?

The RtI Leadership Team will function as Learning Community and Action Committee that will help everyone at our school learn, implement, support, and share ideas related to RtI.

The RtI Leadership Team will meet monthly to:
* Develop and conduct professional development throughout the school year to help everyone implement RtI effectively with fidelity.
* Spend time analyzing school Reading, Math, and Behavior data.
* Attend and support RtI Tier meetings

* Assist with Progress Monitoring process of student data
* Collaborate with other elementary schools in our district to share ideas on how to serve our studens better.

Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The RtI Leadership team met during the summer and reviewed school-wide data, utilizing FCAT, FAIR, and various school & district assessments. We looked at each AYP subgroups' data for students in grades 3rd - 5th and we analyzed FAIR data and the percentage of students not reaching district & state benchmark expectations. We created an action plan to implement including needed professional development for teachers to effectively teach core curriculum as well as intervention strategies for Tier II & Tier III services. We also looked at overall student behavior data and will continue to utilize our Positive Behavior Plan to provide a more conducive learning environment for every student at our school.
The RtI team will use the Problem Solving process to support the implementation of the SIP by meeting monthly to analyze data to support the needs of the school. After analyzing the data, the team will make suggestions to grade levels or individual teachers about implementing strategies to enhance instruction. We will support them as needed through the various Tiers of the RtI process. By researching effective teaching practices, communicating with parents/families, and together as a team implementing our Tier plan for students, our hope is for each student to make progress. Our goal is improved student achievement and delivery of core instruction and intervention strategies.

MTSS Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

Brentwood will use the following data mining applications and websites for Reading, Writing, Mathematics, and Science:
* FCAT STAR
* AR/STAR Management
* FL DOE FCAT & School Grade Accountability website
* Go Math website
* PMRN Website for FAIR data
* District Evaluation Services website which contains an electronic data notebook
* SRA Imagine It website
* Microsoft Excel

For Behavior data will will use the following data mining tool:
* TERMS reports
* SWIS (Schoolwide Information System) we are a PBS school (Positive Behavior School)

Describe the plan to train staff on MTSS.

Initial training was completed in the Spring of 2010. A refresher training will be completed on the Teacher's first day (pre-school planning week).

Additional trainings concerning RtI paperwork, which data to track and use, and intervention strategies will be provided throughout the school year during monthly faculty meetings and weekly grade level meetings.

Articles that relate to RtI and is relevant to our school will be provided through email and monthly faculty meetings.

All RtI training materials used with our faculty will be stored on the District server (Principal's Edmodo) that will enable teachers to have access to the files at home and at school.

As needs are identified, the RtI Leadership Team will provide specific training to individual, grade level, or whole faculty.

Describe the plan to support MTSS.

The RTI Team will provide continuous training throughout the school year at various faculty meetings. The first training will take place during the Teacher Planning week prior to students entering the 2012-2013 school year.

The RTI Team will meet monthly to discuss what issues and needs our teachers have concerning RTI/MTSS. A plan of action will be developed at each meeting as needed to resolve any issues or needs that are addressed at the monthly meeting.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Brian K. Alaback, Principal
Kristin Cain, Assistant Principal
Jodie Broussard, RtI Coach
LeeAnn Marona, Media Specialist
Christine Baker, Technology Coordinator
Audrey Brown, Kindergarten Teacher
Catherine Conley, First Grade Teacher
Alison Robbins, Second Grade Teacher
Kristi Mims, Third Grade Teacher
Cheryl Bradley, Fourth Grade Teacher
Sara Gile, Fifth Grade Teacher
Ordeane Lamar, ESE Teacher

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

The Literacy Leadership Team will function as Learning Community where we will help each other learn, support, and share ideas related to Literacy.

The Literacy Leadership Team will meet monthly to:
* Conduct a book studies or article reviews related to improving Literacy instruction at our school
* Spend time analyzing school Literacy data: FCAT Reading, FAIR, DRA, Tyner Words Study List, AR, and STAR.
* Developing professional development (based on data reviews) that will help improve our deliver of Literacy instruction.

What will be the major initiatives of the LLT this year?

* Continue to implement concepts from the books:
- Igniting A Passion For Reading by Steven Layne
- Reading Powers by Adrienne Gear.
- The Daily 5: Fostering Literacy Independence in the Elementary Grades by Gail Boushey & Joan Moser

* Focus on effective Vocabulary instruction across all curriculum and conduct a book study with the book titled Bring Words to Life by Isabel L. Beck, Margaret G. McKeown, & Linda Kucan.

* Focus on effective Word Study and Reading Comprehension in Grades three through five using Dr. Beverly Tyner's Differintiated Small Group Instruction curriculum

*Support and assist in improving reading instruction in Tier I, Tier II, & Tier III through data analysis, targeted instructional strategies, and professional development.

Public School Choice

Supplemental Educational Services (SES) Notification
View uploaded file (Uploaded on 10/28/2012)

*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

Brentwood does not have Pre-K classes. We provide tours and allow for parents of upcoming kindergarten students to meet with the principal, kindergarten teachers, & guidance counselor to discuss issues and concerns they may have. During the tour, the principal provides parents with a form that contains the Kindergarten Grade Level Expectations.

Brentwood conducts several "Get Ready for Kindergarten" parent meetings to explain what parents can do to help their child be ready to start kindergarten on day one. Kindergarten teachers share grade level expectations and grade level routine and procedures with parents. Additionally, the Volunteer Coordinator, School Nurse, and Guidance Counselor provide information to parents that relate to their perspective jobs. Handout from this parent meeting is available on Brentwood's website.

Additionally, Kindergarten teachers meet with students and their parents during the summer before school starts to help the

child become more familiarized and comfortable with the teacher and the classroom environment. During that meeting, kindergarten teachers are able to share their classroom rules and expectations.

*Grades 6-12 Only

Sec. 1003.413(b) F.S.

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

N/A

*High Schools Only

Note: Required for High School - Sec. 1003.413(g)(j) F.S.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

N/A

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

N/A

Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the High School Feedback Report

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goals

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in reading. Reading Goal #1a:	Increase by one percentage point students achieving proficiency on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	**2013 Expected Level of Performance:**
48% of students are achieving proficiency on FCAT Reading.	49% of students are expected to achieve proficiency on FCAT Reading.

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr>
<td>1</td>
<td>Length of school day.</td>
<td>Offer after school tutoring and evening curriculum programs and events.

Develop a master schedule that will maximize student learning while at school</td>
<td>Principal</td>
<td>Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities.

Review the Master Schedule to see if learning time is being maximized throughout the school day.</td>
<td>Sign-In Sheet for extra tutoring and curriculum events.

2013 FCAT Reading, Math, Science, & Writing Assessment

2012 - 2013 FAIR Assessments, Go Math BOY & EOY Assessment, & Pearson Science Assessments</td>
</tr>
<tr>
<td>2</td>
<td>Number of tardies and absences of students.</td>
<td>Monitor tardy/attendance records for each students.

Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.</td>
<td>Principal and Assistant Principal</td>
<td>Monthly attendance reports will be reviewed by the Principal & Assistant Principal</td>
<td>District Attendance Report

2013 FCAT Reading, Math, Science, & Writing Assessment

2012 - 2013 FAIR Assessments, Go Math BOY & EOY Assessment, & Pearson Science Assessments</td>
</tr>
<tr>
<td>3</td>
<td>Students lack of motivation to learn and/or do well.</td>
<td>Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.

Utilize AR & Study Island</td>
<td>Principal, Assistant Principal, PBS Team, RtI Coach, Media Specialist, and classroom teachers</td>
<td>Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.

Review weekly, monthly, & quarterly AR & Study Island reports</td>
<td>A report comparing the number of students attending and not attending each PBS Celebration Event.

2013 FCAT Reading, Math,Science, & Writing Assessment

2012 - 2013 FAIR</td>
</tr>
</table>

					Assessments, Go Math BOY & EOY Assessment, & Pearson Science Assessments AR Quizzes, STAR Reader, & Study Island
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies. Provide Differentiated Instruction for all subject.	Principal, Assistant Principal, RtI Coach, and Classroom Teachers	Conduct Classroom Walk-Through visits.	Classroom Walk-Through Reports 2013 FCAT Reading, Math, Science, & Writing Assessment 2012 - 2013 FAIR Assessments, Go Math BOY & EOY Assessment, & Pearson Science Assessments
5	Lack of fidelity to the core.	Conduct Walk-Through visits. Provide professional development for identified needs.	Principal, Assistant Principal, and RtI Coach	Conduct Classroom Walk-Through visits	Classroom Walk-Through Report 2013 FCAT Reading, Math, Science, & Writing Assessment
6	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
7	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
8	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR	Principal, PBS Leadership Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, monthly, & quarterly AR reports	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments AR Quizzes & STAR Reader Assessments
9	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2011 FCAT Reading Assessment 2010 - 2011 FAIR

				Assessments
10	Lack of fidelity to the core.	Conduct Reading Walk-throughs and provide professional development for identified needs.	Principal and RtI Coach	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape

2011 FCAT Reading Assessment
2010 - 2011 FAIR Assessments |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in reading.

Reading Goal #1b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in reading.

Reading Goal #2a:	Increase by one percentage point for students achieving proficiency on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
28% of students are achieving Levels 4 and 5 on FCAT Reading.	29% of students are expected to achieve Levels 4 and 5 on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events.

Develop a master schedule that will maximize student learning while at school. | Principal | Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities.

Review the Master Schedule to see if learning time is being maximized throughout the school day. | Sign-In Sheet for extra tutoring and curriculum events

2012 FCAT Reading Assessment

2011 - 2012 FAIR Assessments |
| | Number of tardies and | Monitor tardy/attendance | Principal and | Monthly attendance | District |

2	absences of students.	records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Curriculum Coordinator	reports will be reviewed by the Principal.	Attendance Report. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR	Principal, PBS Leadership Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, monthly, & quarterly AR reports	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments AR Quizzes & STAR Reader Assessments
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Through	Classroom Reading Walk-Through Report from TeachScape. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
5	Lack of fidelity to the core	Conduct Reading Walk-Through and provide professional development for identified needs.	Principal and RtI Coach	Conduct Reading Classroom Walk-Through	Classroom Reading Walk-Through Report from TeachScape. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
6	Lack of differentiated reading instruction	Conduct Reading Walk-Through and provide professional development for identified needs.	Principal and RtI Coach	Conduct Reading Classroom Walk-Through	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in reading. Reading Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in reading. Reading Goal #3a:	Increase by one percentage point for students making learning gains on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
69% of students made learning gains on FCAT Reading.	70% of students are expected to make learning gains on FCAT Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	. Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR	Principal, PBS Leadership Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, monthly, and quarterly AR reports.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments AR Quizzes & STAR Reader Assessments
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments

5	Lack of fidelity to the core	Conduct Reading Walk-throughs and provide professional development for identified needs.	Principal and RtI Coach	Classroom Reading Walk-Through Report from TeachScape	2011 FCAT Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
6	Lack of differentiated reading instruction	Conduct Reading Walk-throughs and provide professional development for identified needs.	Principal and RtI Coach	Classroom Reading Walk-Through Report from TeachScape	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3b. Florida Alternate Assessment: Percentage of students making Learning Gains in reading. Reading Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td>1</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td><td>NA</td></tr>
</table>

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in reading. Reading Goal #4:	Increase by one percentage point for students making learning gains on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
79% of the lowest 25% students made learning gains on FCAT Reading.	80% of the lowest 25% students are expected to make learning gains on FCAT Reading.

<table>
<tr><td colspan="6" align="center">Problem-Solving Process to Increase Student Achievement</td></tr>
<tr><td></td><td>Anticipated Barrier</td><td>Strategy</td><td>Person or Position Responsible for Monitoring</td><td>Process Used to Determine Effectiveness of Strategy</td><td>Evaluation Tool</td></tr>
<tr><td></td><td>Length of school day.</td><td>Offer after school</td><td>Principal</td><td>Evaluate which students</td><td>Sign-In Sheet for</td></tr>
</table>

1		tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.		are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities.	extra tutoring and curriculum events. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
2	Number of tardies and absences of students,	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR	Principal, PBS Leadership Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, monthly, & quarterly AR/STAR Reader reports	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments AR Quizzes & STAR Reader Assessments
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
5	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
6	Lack of differentiated reading instruction	Conduct Reading Walk-throughs and provide professional development for identified needs.	Principal and RtI Coach	Classroom Reading Walk-Through Report from TeachScape	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
7	Lack of intensive reading instruction	Conduct Reading Walk-throughs and provide professional development for identified needs.	Principal and RtI Coach	Classroom Reading Walk-Through Report from TeachScape	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Reading Goal #
	In 2012, Brentwood Elementary did not reduce their achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	48	59	63	67	71	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in reading. Reading Goal #5B:	On the 2012 FCAT reading assessment 56% of white students, 52% of black students, NA% of Hispanic, Asian, and American Indian students were proficient.

2012 Current Level of Performance:	2013 Expected Level of Performance:
52% of white students, 48% of black students, 20% of Students with Disabilities, and 47% of Economically Disadvantaged students were proficient on the 2012 FCAT reading assessment.	In 2012-2013 Brentwood Elementary will increase the percentage of white (53%), black (49%), Students with Disabilities (21%), and Hispanic, Asian, and American Indian (NA%) students in grades 3-5 scoring level 3 or higher on FCAT Reading by 1%.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR	Principal, PBS Leadership Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, monthly, and quarterly AR/STAR Reader reports	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments AR Quizzes & STAR Reader

					Assessments
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
5	Lack of fidelity to the core.	Conduct Reading Walk-Throughs and provide professional development for identified needs.	Principal and RtI Coach	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in reading. Reading Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in reading. Reading Goal #5D:	Increase by one percentage point for Students With Disabilities to making AYP on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
18% of Students with Disabilities made Adequate Yearly Progress in Reading.	19% of Students with Disabilities are expected to make Adequate Yearly Progress in Reading.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Length of school day.	Offer after school tutoring and evening curriculum programs and	Principal	Evaluate which students are attending the extra learning tutoring and	Sign-In Sheet for extra tutoring and curriculum events.

1		Develop a master schedule that will maximize student learning while at school.		curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	2011 FCAT Reading Assessment 2010 - 2011 FAIR Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2011 FCAT Reading Assessment 2010 - 2011 FAIR Assessments
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR	Principal, PBS Leadership Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, monthly, and quarterly AR/STAR reports	A report comparing the number of students attending and not attending each PBS Celebration Event. 2011 FCAT Reading Assessment 2010 - 2011 FAIR Assessments AR Quizzes & STAR Reader Assessments
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2011 FCAT Reading Assessment 2010 - 2011 FAIR Assessments
5	Lack of fidelity to the core.	Conduct Reading Walk-Through and provide professional development for identified needs.	Principal and RtI Coach	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape 2011 FCAT Reading Assessment 2010 - 2011 FAIR Assessments
6	Lack of differentiated reading instruction	Conduct Reading Walk-Through and provide professional development for identified needs.	Principal and RtI Coach	Classroom Reading Walk-Through Report from TeachScape	Classroom Reading Walk-Through Report from TeachScape
7	Lack of intensive reading instruction	Conduct Reading Walk-Through and provide professional development for identified needs.	Principal and RtI Coach	Classroom Reading Walk-Through Report from TeachScape	Classroom Reading Walk-Through Report from TeachScape

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5E. Economically Disadvantaged students not making satisfactory progress in reading. Reading Goal #5E:	Increase by one percentage point for Economically Disadvantaged Students to making AYP on the 2013 FCAT Reading Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

	43% of students who are Economically Disadvantaged made Adequate Yearly Progress in Reading.	44% of students who are Economically Disadvantaged are expected to make Adequate Yearly Progress in Reading.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR	Principal, PBS Leadership Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, month, and quarterly AR/STAR Reader Reports	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments AR Quizzes & STAR Reader Assessments
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Reading Classroom Walk-Through	Classroom Reading Walk-Through Report from TeachScape 2012 FCAT Reading Assessment 2011 - 2012 FAIR Assessments

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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Monthly Literacy Leadership Team Meeting	K-5	Brentwood's Literacy Leadership Team Faciitator	a teacher from each K-5, special area, and ESE teacher	2nd Monday of each month	Minutes from the monthly meeting	Principal & Assistant Principal
Book Study	K-5	Brentwood's Literacy Leadership Team Faciitator	Brentwood's Literacy Leadership Team members	2nd Monday of each month	Classroom visits	Principal & Assistant Principal
Dr. Beverly Tyner Differentiated Small Group Instruction	K-5	Brentwood's Literacy Leadership Team Faciitator	All K-5 reading teachers	monthly	classroom visits	Principal & Assistant Principal
Kagan Cooperative Learning Strategies	K-5	Kagan Trainer	All K-5 teachers, Special Area teachers, and ESE teachers	Summer of 2012 & 2013	Classroom visits	Principal & Assistant Principal

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island Software	Online software that provides a diagnostic and progress monitoring of the student's mastery of the Reading Benchmarks.	Title I	$1,700.00
Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and implement curriculum.	Title I	$3,750.00
			Subtotal: $5,450.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Beverly Tyner Differentiated Small Group Instruction	Training and curriculum materials to implement the curriculum	Title I	$3,000.00
Purchase books and conduct a Book Study = Bringing Words to Life: Robust Vocabulary Instruction	Study how to effectively provide Vocabulary Instruction across all curriculum.	Title I	$100.00
Tony Vincent Educational Technology Consultant and Trainer	A Technology Education Consultant and Trainer who teaches teachers how to use iPad to integrate into their curriculm	Title I	$1,000.00
			Subtotal: $4,100.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
RTI Coach	Provide Professional Development and assistance with the delivery of Reading instruction	Title I	$13,913.00
Tech Assistant (Reading Tutor).	Provide small group reading instruction for students and assist with iii instruction.	Title I	$7,275.00
6 Year Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
Libary Books	Increase the number of books available in our school library for students to read	Title I	$1,500.00
Classroom Library Books	Increase the number of books available in various classroom libaries	Title I	$1,200.00
Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00

Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
		Subtotal:	$58,340.00
		Grand Total:	$67,890.00

Comprehensive English Language Learning Assessment (CELLA) Goals

* When using percentages, include the number of students the percentage represents next to the percentage (e.g., 70% (35)).

Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.

1. Students scoring proficient in listening/speaking. CELLA Goal #1:	NA

2012 Current Percent of Students Proficient in listening/speaking:

NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Students read in English at grade level text in a manner similar to non-ELL students.

2. Students scoring proficient in reading. CELLA Goal #2:	NA

2012 Current Percent of Students Proficient in reading:

NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Students write in English at grade level in a manner similar to non-ELL students.

3. Students scoring proficient in writing. CELLA Goal #3:	NA

2012 Current Percent of Students Proficient in writing:

NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

CELLA Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of CELLA Goals

Elementary School Mathematics Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in mathematics. Mathematics Goal #1a:	Increase by one percentage point for students achieving proficiency on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
47% of students made proficiency on FCAT Math.	48% of students are expected to make proficiency on FCAT Math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2013 FCAT Reading, Math, Science, & Writing Assessment 2012 - 2013 FAIR Assessments, Go Math BOY & EOY Assessment, & Pearson Science Assessments
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal & Assistant Principal	District Attendance Report 2013 FCAT Reading, Math, Science, & Writing Assessment 2012 - 2013 FAIR Assessments, Go Math BOY & EOY Assessment, & Pearson Science Assessments
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. Utilize AR & Study Island	Principal, Assistant Principal, PBS Team, RtI Coach, Media Specialist, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. Review weekly, monthly, & quarterly AR & Study Island reports	A report comparing the number of students attending and not attending each PBS Celebration Event. 2013 FCAT Reading, Math,Science, & Writing Assessment 2012 - 2013 FAIR Assessments, Go Math BOY & EOY Assessment, &

					Pearson Science Assessments AR Quizzes, STAR Reader, & Study Island
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies. Provide Differentiated Instruction for all subject.	Principal, Assistant Principal, RtI Coach, and Classroom Teachers	Conduct Classroom Walk-Through visits.	Classroom Walk-Through Reports 2013 FCAT Reading, Math, Science, & Writing Assessment 2012 - 2013 FAIR Assessments, Go Math BOY & EOY Assessment, & Pearson Science Assessments
5	Lack of fidelity to the core.	Conduct Walk-Through visits. Provide professional development for identified needs.	Principal, Assistant Principal, and RtI Coach	Conduct Classroom Walk-Through visits	Classroom Walk-Through Report 2013 FCAT Reading, Math, Science, & Writing Assessment
6	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school. Principal	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Math Assessment
7	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Math Assessment
8	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, PBS Leadership Team, RtI Coach, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event.
9	Lack of student engagement in the learning process.	Lack of student engagement in the learning process.	Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers	Conduct Math Classroom Walk-Through	Classroom Math Walk-Through Report from TeachScape
10	Lack of fidelity to the core.	Conduct Math Walk-through and provide professional development for identified needs.	Principal and Curriculum Coordinator	Conduct Math Classroom Walk-Through	Classroom Math Walk-Through Report from TeachScape 2012 FCAT Math Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in mathematics.	NA

Mathematics Goal #1b:	

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in mathematics. Mathematics Goal #2a:	Increase by one percentage point for students achieving Level 4 & Level 5 on the 2013 FCAT Math Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
22% of students scored Levels 4 and 5 on FCAT Math.	23% of students are expected to score Levels 4 and 5 on FCAT Math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Math Assessment
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Math Assessment
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, PBS Leadership Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Math Assessment
	Lack of student	Lack of student	Principal,	Conduct Math Classroom	Classroom Math

4	engagement in the learning process.	engagement in the learning process.	Curriculum Coordinator, and Classroom Teachers	Walk-Through	Walk-Through Report from TeachScape and 2012 FCAT Go Math Assessment
5	Lack of fidelity to the core.	Conduct Math Walk-Through and provide professional development for identified needs.	Principal and Curriculum Coordinator	Conduct Math Classroom Walk-Through	Classroom Math Walk-Through Report from TeachScape 2012 FCAT Math Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in mathematics. Mathematics Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3a. FCAT 2.0: Percentage of students making learning gains in mathematics. Mathematics Goal #3a:	Increase by one percentage point for students making Learning Gains on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
76% of students made learning gains on FCAT Math.	77% of students are expected to make learning gains on FCAT Math.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Math Assessment

				Schedule to see if learning time is being maximized throughout the school day.	
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report

2012 FCAT Math Assessment |
| 3 | Students lack of motivation to learn and/or do well. | Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. | Principal, PBS Leadership Team, and classroom teachers | Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. | A report comparing the number of students attending and not attending each PBS Celebration Event.

2012 FCAT Math Assessment |
| 4 | Lack of student engagement in the learning process. | Lack of student engagement in the learning process. | Principal, Curriculum Coordinator, and Classroom Teachers | Conduct Math Classroom Walk-Throughs | ClassroomMath Walk-Through Report from TeachScape |
| 5 | Lack of fidelity to the core. | Conduct Math Walk-through and provide professional development for identified needs. | Principal and Curriculum Coordinator | Conduct Math Classroom Walk-Through | Classroom Math Walk-Through Report from TeachScape

2011 FCAT Math Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 3b. Florida Alternate Assessment: Percentage of students making Learning Gains in mathematics.

Mathematics Goal #3b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

| 4. FCAT 2.0: Percentage of students in Lowest 25% making learning gains in mathematics.

Mathematics Goal #4:	Increase by one percentage point for Lowest 25% students making Learning Gains on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:

78% of the lowest 25% students made learning gains on FCAT Math.			79% of the lowest 25% students are expected to make learning gains on FCAT Math.		

<table>
<tr><th colspan="6">Problem-Solving Process to Increase Student Achievement</th></tr>
<tr><th></th><th>Anticipated Barrier</th><th>Strategy</th><th>Person or Position Responsible for Monitoring</th><th>Process Used to Determine Effectiveness of Strategy</th><th>Evaluation Tool</th></tr>
<tr><td>1</td><td>Length of school day.</td><td>Offer after school tutoring and evening curriculum programs and events.

Develop a master schedule that will maximize student learning while at school.</td><td>Principal</td><td>Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities.

Review the Master Schedule to see if learning time is being maximized throughout the school day.</td><td>Sign-In Sheet for extra tutoring and curriculum events.

2011 FCAT Math Assessment</td></tr>
<tr><td>2</td><td>Number of tardies and absences of students.</td><td>Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.</td><td>Principal and Curriculum Coordinator</td><td>Monthly attendance reports will be reviewed by the Principal.</td><td>District Attendance Report

2011 FCAT Math Assessmen</td></tr>
<tr><td>3</td><td>Students lack of motivation to learn and/or do well.</td><td>Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.</td><td>Principal, PBS Leadership Team, and classroom teachers</td><td>Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.</td><td>A report comparing the number of students attending and not attending each PBS Celebration Event.

2011 FCAT Math Assessment</td></tr>
<tr><td>4</td><td>Lack of student engagement in the learning process.</td><td>Lack of student engagement in the learning process.</td><td>Principal, Curriculum Coordinator, and Classroom Teachers</td><td>Conduct Math Classroom Walk-Throughs</td><td>ClassroomMath Walk-Through Report from TeachScape and 2011 FCAT Go Math Assessment</td></tr>
<tr><td>5</td><td>Lack of fidelity to the core.</td><td>Conduct Math Walk-throughs and provide professional development for identified needs.</td><td>Principal and Curriculum Coordinator</td><td>Conduct Math Classroom Walk-Throughs</td><td>Classroom Math Walk-Through Report from TeachScape

2011 FCAT Math Assessment</td></tr>
</table>

Based on Ambitious but Achievable Annual Measurable Objectives (AMOs), AMO-2, Reading and Math Performance Target

5A. Ambitious but Achievable Annual Measurable Objectives (AMOs). In six year school will reduce their achievement gap by 50%.	Elementary School Mathematics Goal #
	In 2012, Brentwood Elementary did not reduce their achievement gap by 50%. 5A :

Baseline data 2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	42	48	53	58	63	

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in mathematics. Mathematics Goal #5B:	Increase by one percentage point for students in each Ethnicity to making AYP on the 2013 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
White = 55% scored FCAT levels 3 and above, Black = 36% scored FCAT levels 3 and above Hispanic = NA scored FCAT levels 3 and above American Indian = NA scored FCAT levels 3 and above	White = 56% are expected to score FCAT levels 3 and above. Black = 37% are expected to score FCAT levels 3 and above. Hispanic = NA are expected to score FCAT levels 3 and above. American Indian = NA are expected to score FCAT levels 3 and above.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Math Assessment
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Math Assessment
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, PBS Leadership Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Math Assessment
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator and Classroom Teachers	Conduct Classroom Walk-Through	Classroom Math Walk-Through Report from TeachScape 2012 FCAT Math Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5C. English Language Learners (ELL) not making satisfactory progress in mathematics. Mathematics Goal #5C:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:	
5D. Students with Disabilities (SWD) not making satisfactory progress in mathematics. Mathematics Goal #5D:	Increase by one percentage point for Students With Disabilities to making AYP on the 2012 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
16% of Students with Disabilities made Adequate Yearly Progress on FCAT Math.	17% of Students with Disabilities are expected to make Adequate Yearly Progress on FCAT Math.

	Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Math Assessment
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Math Assessment
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, PBS Leadership Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Math Assessment
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, and Classroom Teachers	Conduct Classroom Walk-Through	Classroom Math Walk-Through Report from TeachScape 2012 FCAT Math Assessment
	Lack of fidelity to the core.	Conduct Classroom Walk-Through and provide professional development	Principal	Conduct Classroom Walk-Through	Classroom Math Walk-Through Report from

5		for identified needs.			TeachScape 2012 FCAT Math Assessment

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

E. Economically Disadvantaged students not making satisfactory progress in mathematics. Mathematics Goal E:	Increase by one percentage point for Economically Disadvantaged Students to making AYP on the 2012 FCAT Math Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
44% of Economically Disadvantaged students made Adequate Yearly Progress on FCAT Math.	45% of Economically Disadvantaged students are expected to mate Adequate Yearly Progress on FCAT Math.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Math Assessment
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Math Assessment
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, PBS Leadership Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Math Assessment
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, and Classroom Teachers	Conduct Math Classroom Walk-Through	Classroom Math Walk-Through Report from TeachScape 2012 FCAT Math Assessment
5	Lack of fidelity to the core.	Conduct Math Walk-through and provide professional development for identified needs.	Principal	Conduct Math Classroom Walk-Through	Classroom Math Walk-Through Report from TeachScape 2012 FCAT Math Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly Math & Science Committee Meeting	K-5	Math & Science Lead Teachers	a teacher from each K-5, special area, and ESE Teacher	2nd Monday of each month	Minutes from the monthly meeting	Principal & Assistant Principal
Kagan Cooperative Learning Strategies	K-5	Kagan Trainer	All K-5 teachers, Special Area teachers, and ESE teachers	Summer of 2012 & 2013	Classroom visits	Principal & Assistant Principal

Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Study Island Software	Online software that provides a diagnostic and progress monitoring of the student's mastery of the Math Benchmarks.	Title I	$1,700.00
Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and implement curriculum.	Title I	$3,750.00
			Subtotal: $5,450.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Tony Vincent Educational Technology Consultant and Trainer	A Technology Education Consultant and Trainer who teaches teachers how to use iPad to integrate into their curriculum	Title I	$1,000.00
			Subtotal: $1,000.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Year-Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
RTI Coach	Provide Professional Development and assistance with the delivery of Reading instruction	Title I	$13,913.00
Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00
Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
			Subtotal: $48,365.00
			Grand Total: $54,815.00

Elementary and Middle School Science Goals

When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1a. FCAT2.0: Students scoring at Achievement Level 3 in science. Science Goal #1a:	Increase by one percentage point for students achieving proficiency on the 2013 FCAT Science Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
41% of students made proficiency on FCAT Science.	42% of students are expected to make proficiency on FCAT Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Science Assessment
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Science Assessment
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, PBS Leadership Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2012 FCAT Science Assessment
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, and Classroom Teachers	Conduct Science Classroom Walk-Through	Classroom Walk-Through Report from TeachScape

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1b. Florida Alternate Assessment: Students scoring at Levels 4, 5, and 6 in science.	NA

Science Goal #1b:					

2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2a. FCAT 2.0: Students scoring at or above Achievement Level 4 in science. Science Goal #2a:	Increase by one percentage point for students achieving above proficiency (FCAT Levels 4 & 5) on the 2012 FCAT Science Assessment.

2012 Current Level of Performance:	2013 Expected Level of Performance:
11% of student made levels 4 and 5 on FCAT Science.	12% of student are expected to make levels 4 and 5 on FCAT Science.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Science Assessment
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report 2012 FCAT Science Assessment
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, PBS Leadership Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration

					Event.
					2012 FCAT Science Assessment
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Curriculum Coordinator, and Classroom Teachers	Conduct Reading Classroom Walk-Throughs	Classroom Reading Walk-Through Report from TeachScape

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
2b. Florida Alternate Assessment: Students scoring at or above Achievement Level 7 in science. Science Goal #2b:	NA
2012 Current Level of Performance:	2013 Expected Level of Performance:
NA	NA

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly Committee Meetings	All grade levels	Brentwood Lead Math & Science Teacher	one teacher each from grades K-5 including special area and ESE teachers	Second Monday of each month	Minutes from each meeting	Principal & Assistant Principal
Kagan Cooperative Learning Strategies	K-5	Kagan Trainer	All K-5 teachers, Special Area teachers, and ESE teachers	Summer of 2012 & 2013	Classroom visits	Principal & Assistant Principal

Science Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00

Technology

Strategy	Description of Resources	Funding Source	Available Amount
Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and implement curriculum.	Title I	$3,750.00
		Subtotal:	$3,750.00

Professional Development

Strategy	Description of Resources	Funding Source	Available Amount
Tony Vincent Educational Technology Consultant and Trainer	A Technology Education Consultant and Trainer who teaches teachers how to use iPad to integrate into their curriculum	Title I	$1,000.00
		Subtotal:	$1,000.00

Other

Strategy	Description of Resources	Funding Source	Available Amount
6 Year Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
RTI Coach	Provide Professional Development and assistance with the delivery of Reading instruction	Title I	$13,913.00
Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00
Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
		Subtotal:	$48,365.00
		Grand Total:	$53,115.00

End of Science Goals

Writing Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1a. FCAT 2.0: Students scoring at Achievement Level 3.0 and higher in writing. Writing Goal #1a:	Increase by one percentage point for students achieving AYP proficiency on the 2013 FCAT Writing Assessment.
2012 Current Level of Performance:	2013 Expected Level of Performance:
84% of students made Adequate Yearly Progress on FCAT Writes.	85% of students are expected to make Adequate Yearly Progress on FCAT Writes.
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master	Sign-In Sheet for extra tutoring and curriculum events. 2012 FCAT Writing Assessment

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
				Schedule to see if learning time is being maximized throughout the school day.	
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Principal and Curriculum Coordinator	Monthly attendance reports will be reviewed by the Principal.	District Attendance Report

2012 FCAT Writing Assessment |
| 3 | Students lack of motivation to learn and/or do well. | Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment. | Principal, PBS Leadership Team, RtI Coach, and classroom teachers | Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events. | A report comparing the number of students attending and not attending each PBS Celebration Event.

2012 FCAT Writing Assessment |
| 4 | Lack of student engagement in the learning process. | Implement Kagan Cooperative Learning Strategies. | Principal, Curriculum Coordinator, RtI Coach, and Classroom Teachers | Conduct Classroom Walk-Through | Classroom Walk-Through Report from TeachScape

2012 FCAT Writing Assessment |

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1b. Florida Alternate Assessment: Students scoring at 4 or higher in writing.

Writing Goal #1b: | Increase by one percentage point for students achieving AYP proficiency on the 2013 FCAT Writing Assessment. |
| 2012 Current Level of Performance: | 2013 Expected Level of Performance: |
| 43% of students made Adequate Yearly Progress on FCAT Writes. | 44% of students are expected to make Adequate Yearly Progress on FCAT Writes. |

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events.

Develop a master schedule that will maximize student learning while at school. | Principal and Assistant Principal | Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities.

Review the Master Schedule to see if learning time is being maximized throughout the school day. | Sign-In Sheet for extra tutoring and curriculum events.

2013 FCAT Writing Assessment |
| | Number of tardies and absences of students. | Monitor tardy/attendance records for each students. | Principal and Assistant Principal | Monthly attendance reports will be reviewed by the Principal and Assistant Principal | District Attendance Report |

2		Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.			2013 FCAT Writing Assessment
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, RtI Coach, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2013 FCAT Writing Assessment
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Assistant Principal, RtI Coach, and Classroom	Conduct Classroom Walk-Through visits	Classroom Walk-Through Report. 2013 FCAT Writing Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Step Up To Writing	2-5	Brian Spivey and ECSD Writing Department	All grade 2-5 teachers	October 2012	classroom visits and classroom data sheets.	Principal & Assistant Principal
Lucy Caulkins	K & 1	Beverly Patteson and ECSD Writing Deparment	All K & 1 teachers	September 2012	classroom visits and classroom data sheets.	Principal & Assistant Principal
Monthly Literacy Leadership Team Meeting	K-5	Literacy Leadership Team Facilitator	one teacher from each grade level, special area, and ESE teacher	Monthly	Minutes from monthly meeting	Principal & Assistant Principal
Kagan Cooperative Learning Strategies	K-5	Kagan Trainer	All K-5 teachers, Special Area teachers, and ESE Teachers	Summer 2012 & 2013	Classroom visits	Principal & Assistant Principal

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and	Title I	$3,750.00

	implement curriculum.		
Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00
		Subtotal:	$4,875.00

Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Step Up To Writing Workshop	Workshop to teach teachers how to effectively teach writing across all curriculum	Title I	$6,000.00
		Subtotal:	$6,000.00

Other			
Strategy	Description of Resources	Funding Source	Available Amount
6 Year Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
RTI Coach	Provide Professional Development and assistance with the delivery of Reading instruction	Title I	$13,913.00
Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
		Subtotal:	$47,240.00
		Grand Total:	$58,115.00

End of Writing Goals

Attendance Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	Our goal at Brentwood Elementary is to increase our average daily attendance rate by 1/10th of 1%.
2012 Current Attendance Rate:	2013 Expected Attendance Rate:
At Brentwood Elementary, the average daily attendance rate (ADA) is 95.88%.	At Brentwood Elementary, the average daily attendance rate (ADA) is expected to be 95.98% or higher.
2012 Current Number of Students with Excessive Absences (10 or more)	2013 Expected Number of Students with Excessive Absences (10 or more)
At Brentwood Elementary, the current number of students with excessive absences of 10 or more is 138.	At Brentwood Elementary, the expected number of students with excessive absences of 10 or more will be 137 or less.
2012 Current Number of Students with Excessive Tardies (10 or more)	2013 Expected Number of Students with Excessive Tardies (10 or more)
At Brentwood Elementary, the current number of students with excessive tardies of 10 or more is 153.	At Brentwood Elementary, the expected number of students with excessive tardies of 10 or more is 152.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Number of tardies and absences of students.	Monitor tardy/attendance records for each	Principal and Assistant Principal	Monthly attendance reports will be reviewed by the Principal and	District Attendance Report

1			students. Conduct Child Attendance Study Meetings with parents to discuss strategies to improve their child's attendance.	Assistant Principal.	2013 FCAT Reading, Math, Science, & Writing Assessment 2012 - 2013 FAIR Assessments, BOY & EOY Go Math Assessments, Pearson Science Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Raptorware (V-Soft) Software to track student attendance	Raptorware (V-Soft) software is capable of recording and tracking student attendance.	General Fund Regular Operations Budget (1080 account)	$500.00
			Subtotal: $500.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
Utilize Social Worker Interns to contact parent.	Social Worker Inters from the University of West Florida will be assigned to work at Brentwood. These Interns may contact parents to explain the importance of getting their child to school everyday and on time. Social Worker Interns may also check to see if the family has special needs to help them get their child to school everyday and on time.	NA	$0.00
			Subtotal: $0.00
Grand Total: $500.00			

Suspension Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Suspension Suspension Goal #1:	Our goal at Brentwood Elementary is to decrease our number of in-school and out-of school suspensions by 1%.
2012 Total Number of In–School Suspensions	2013 Expected Number of In-School Suspensions
At Brentwood Elementary, the total number of in-school suspensions is 7.	At Brentwood Elementary, the expected number of in-school suspensions is 6.
2012 Total Number of Students Suspended In-School	2013 Expected Number of Students Suspended In-School
At Brentwood Elementary, the total number of students suspended was 6.	At Brentwood Elementary, the expected number of students suspended will be 5.
2012 Number of Out-of-School Suspensions	2013 Expected Number of Out-of-School Suspensions
At Brentwood Elementary, the total number of out of school suspensions is 62.	At Brentwood Elementary, the expected number of out of school suspensions is 61.
2012 Total Number of Students Suspended Out-of-School	2013 Expected Number of Students Suspended Out-of-School
At Brentwood Elementary, the total number of students suspended was 52.	At Brentwood Elementary, the total expected number of students suspended will be 51.

Problem-Solving Process to Increase Student Achievement				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2013 FCAT Assessments

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Monthly PBS Meeting	K-5	PBS Coach	a teacher from each K-5, special area, and ESE teacher	1st Monday of each month	Minutes from monthly meeting	Principal & Assistant Principal

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
PBS Supplies	Provide supplies to promote school-wide behavioral expectations and reward students for their good choices.	General Funds Regular Operations Budget (1080 account)	$500.00
			Subtotal: $500.00
			Grand Total: $500.00

End of Suspension Goal(s)

Parent Involvement Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Parent Involvement Parent Involvement Goal #1: *Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.*	Brentwood Elementary will increase by 1% or more the total number of volunteer hours from the previous year. *Strategies: • Parents will participate in various workshops and activities, such as Family Fun Night, Family Friday Art Days, Sunshine State Standards Parent Workshop & Technology Showcase, etc. • Parent activities will be held at different times of the day to promote attendance. • Provide volunteer awareness training to our faculty and staff.
2012 Current Level of Parent Involvement:	2013 Expected Level of Parent Involvement:
Brentwood Elementary had 3,852 volunteer hours for the 2011-2012 school year.	Brentwood Elementary will increase by 1 or more the total number of volunteer hours from the previous year.
Problem-Solving Process to Increase Student Achievement	
	Person or	Process Used to

	Anticipated Barrier	Strategy	Position Responsible for Monitoring	Determine Effectiveness of Strategy	Evaluation Tool
1	Most parents are working parents and can not always volunteer or attend events during regular school hours.	Brentwood Elementary will provide a list of volunteer opportunities that parents can do from home or on the weekends. Brentwood Elementary will provide various day and evening events for families to attend.	Principal and Assistant Principal	Record parental attendance at special events through the use of sign-in sheets. Record volunteer hours through a check-in/check-out system.	District's End of Year Total Volunteer Hours Summary Report and Special event sign-in sheets.
2	Parents are not aware of how they can help their child and be more active in our school.	Utilize a Parent Educator to recruit parent help and educate parents on how to get involved.	Principal and Assistant Principal	Record parental attendance at special events through the use of sign-in sheets. Record volunteer hours through a check-in/check-out system.	District's End of Year Total Volunteer Hours Summary Report and Special event sign-in sheets.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Atomic Learning	Online resource that teaches parents how to use computer through video tutorials	Title I	$2,300.00
Renaissance Learning Home Connect	Online access for parents to receive data and information about their child's progress with reading.	SAI	$3,000.00
			Subtotal: $5,300.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
	A person that will recruit parent help and assist parents in		

Hire a Parent Educator	learning how to help their child in school and to be more involved in the school.	Title I		$5,321.00
Substitute pay for Parent Teacher Conferences	Provide teachers time during the school day to meet with parents to conduct parent-teacher conferences.	Title I		$1,224.00
Professional Published Parent Newsletter	Subscription from Parent Institute to provide information on how parents can help their child in school and be more involved in school.	Title I		$699.00
Family Nights	Provide time in the evenings to allow parents and students to participate in various school activities	Title I		$1,200.00
Substitute pay for Parent Teacher Conferences	Provide teachers time during the school day to meet with parents to conduct parent-teacher conferences.	SAI		$1,088.00
			Subtotal: $9,532.00	
			Grand Total: $14,832.00	

End of Parent Involvement Goal(s)

Science, Technology, Engineering, and Mathematics (STEM) Goal(s)

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of school data, identify and define areas in need of improvement:	
1. STEM STEM Goal #1:	41% of fifth grade students at Brentwood Elementary scored a level 3 or above on FCAT Science in 2012 47% of Brentwood Elementary students scored a level 3 or above on FCAT Mathematics. Based on this data our science goals are for all students at Brentwood Elementary is to engage on hands-on science activities based on NGSSS and the scientific processes at least once a week. There will also be a school wide emphasis on vocabulary across all curriculum.

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Length of school day.	Offer after school tutoring and evening curriculum programs and events. Develop a master schedule that will maximize student learning while at school.	Principal & Assistant Principal	Evaluate which students are attending the extra learning tutoring and curriculum events to see if student with the most needs are attending the activities. Review the Master Schedule to see if learning time is being maximized throughout the school day.	Sign-In Sheet for extra tutoring and curriculum events. 2013 FCAT Science & Math Assessment
2	Number of tardies and absences of students.	Monitor tardy/attendance records for each students. Conduct Child Attendance Study Meetings with parents	Principal & Assistant Principal	Monthly attendance reports will be reviewed by the Principal & Assistant Principal	District Attendance Report 2013 FCAT Science & Math Assessment

		to discuss strategies to improve their child's attendance			
3	Students lack of motivation to learn and/or do well.	Implement a Positive Behavior Support Model with a reward system to promote and encourage a positive learning environment.	Principal, Assistant Principal, PBS Team, and classroom teachers	Review the number of students meeting the school-wide behavior goal to attend the monthly celebration events.	A report comparing the number of students attending and not attending each PBS Celebration Event. 2013 FCAT Science & Math Assessment
4	Lack of student engagement in the learning process.	Implement Kagan Cooperative Learning Strategies.	Principal, Assistant Principal, and Classroom Teachers	Conduct Science & Math Classroom Walk-Through visits	Classroom Walk-Through Report 2013 FCAT Science & Math Assessment

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

STEM Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
Lego Robotic Kits	Lego Kits that allow students to build and program robots to complete a designed task.	Unknown, still seeking a funding source	$1,000.00
			Subtotal: $1,000.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $1,000.00

End of STEM Goal(s)

Additional Goal(s)

NA Goal:

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	
1. NA Goal NA Goal #1:	NA
2012 Current level:	2013 Expected level:
NA	NA
Problem-Solving Process to Increase Student Achievement	

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates (e.g., early release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
NA	NA	NA	NA	NA	NA	NA

Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00

			Subtotal: $0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	$0.00
			Subtotal: $0.00
			Grand Total: $0.00

End of NA Goal(s)

FINAL BUDGET

Evidence-based Program(s)/Material(s)

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	NA	NA	NA	$0.00
CELLA	NA	NA	NA	$0.00
Mathematics	NA	NA	NA	$0.00
Science	NA	NA	NA	$0.00
Writing	NA	NA	NA	$0.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
NA	NA	NA	NA	$0.00
				Subtotal: $0.00

Technology

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Study Island Software	Online software that provides a diagnostic and progress monitoring of the student's mastery of the Reading Benchmarks.	Title I	$1,700.00
Reading	Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and implement curriculum.	Title I	$3,750.00
CELLA	NA	NA	NA	$0.00
Mathematics	Study Island Software	Online software that provides a diagnostic and progress monitoring of the student's mastery of the Math Benchmarks.	Title I	$1,700.00
Mathematics	Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and implement curriculum.	Title I	$3,750.00
Science	Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and implement curriculum.	Title I	$3,750.00
Writing	Hardware (Laptops & iPads)	Increase the number of equipment to help deliver and implement curriculum.	Title I	$3,750.00
Writing	Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00
Attendance	Utilize Raptorware (V-Soft) Software to track student attendance	Raptorware (V-Soft) software is capable of recording and tracking student attendance.	General Fund Regular Operations Budget (1080 account)	$500.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	Atomic Learning	Online resource that teaches parents how to use computer through video tutorials	Title I	$2,300.00
Parent Involvement	Renaissance Learning Home Connect	Online access for parents to receive data and information about their child's progress with reading.	SAI	$3,000.00
STEM	Lego Robotic Kits	Lego Kits that allow students to build and program robots to complete a designed task.	Unknown, still seeking a funding source	$1,000.00

Goal	Strategy	Description of Resources	Funding Source	Available Amount
NA	NA	NA	NA	$0.00
				Subtotal: $26,325.00

Professional Development

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	Beverly Tyner Differentiated Small Group Instruction	Training and curriculum materials to implement the curriculum	Title I	$3,000.00
Reading	Purchase books and conduct a Book Study = Bringing Words to Life: Robust Vocabulary Instruction	Study how to effectively provide Vocabulary Instruction across all curriculum.	Title I	$100.00
Reading	Tony Vincent Educational Technology Consultant and Trainer	A Technology Education Consultant and Trainer who teaches teachers how to use iPad to integrate into their curriculm	Title I	$1,000.00
CELLA	NA	NA	NA	$0.00
Mathematics	Tony Vincent Educational Technology Consultant and Trainer	A Technology Education Consultant and Trainer who teaches teachers how to use iPad to integrate into their curriculum	Title I	$1,000.00
Science	Tony Vincent Educational Technology Consultant and Trainer	A Technology Education Consultant and Trainer who teaches teachers how to use iPad to integrate into their curriculum	Title I	$1,000.00
Writing	Step Up To Writing Workshop	Workshop to teach teachers how to effectively teach writing across all curriculum	Title I	$6,000.00
Attendance	NA	NA	NA	$0.00
Suspension	NA	NA	NA	$0.00
Parent Involvement	NA	NA	NA	$0.00
STEM	NA	NA	NA	$0.00
NA	NA	NA	NA	$0.00
				Subtotal: $12,100.00

Other

Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	RTI Coach	Provide Professional Development and assistance with the delivery of Reading instruction	Title I	$13,913.00
Reading	Tech Assistant (Reading Tutor).	Provide small group reading instruction for students and assist with iii instruction.	Title I	$7,275.00
Reading	6 Year Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
Reading	Libary Books	Increase the number of books available in our school library for students to read	Title I	$1,500.00
Reading	Classroom Library Books	Increase the number of books available in various classroom libaries	Title I	$1,200.00
Reading	Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00
Reading	Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
CELLA	NA	NA	NA	$0.00
Mathematics	Year-Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
		Provide Professional Development and		

Mathematics	RTI Coach	assistance with the delivery of Reading instruction	Title I	$13,913.00
Mathematics	Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00
Mathematics	Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
Science	6 Year Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
Science	RTI Coach	Provide Professional Development and assistance with the delivery of Reading instruction	Title I	$13,913.00
Science	Kagan Cooperative Learning Strategies	Kagan Training	District Staff Development Department	$1,125.00
Science	Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
Writing	6 Year Long Interns	Provide extra help with whole group and small group instruction.	Title I	$18,630.00
Writing	RTI Coach	Provide Professional Development and assistance with the delivery of Reading instruction	Title I	$13,913.00
Writing	Technology Coordinator	Provide technology support for curriculum	Title I	$14,697.00
Attendance	Utilize Social Worker Interns to contact parent.	Social Worker Inters from the University of West Florida will be assigned to work at Brentwood. These Interns may contact parents to explain the importance of getting their child to school everyday and on time. Social Worker Interns may also check to see if the family has special needs to help them get their child to school everyday and on time.	NA	$0.00
Suspension	PBS Supplies	Provide supplies to promote school-wide behavioral expectations and reward students for their good choices.	General Funds Regular Operations Budget (1080 account)	$500.00
Parent Involvement	Hire a Parent Educator	A person that will recruit parent help and assist parents in learning how to help their child in school and to be more involved in the school.	Title I	$5,321.00
Parent Involvement	Substitute pay for Parent Teacher Conferences	Provide teachers time during the school day to meet with parents to conduct parent-teacher conferences.	Title I	$1,224.00
Parent Involvement	Professional Published Parent Newsletter	Subscription from Parent Institute to provide information on how parents can help their child in school and be more involved in school.	Title I	$699.00
Parent Involvement	Family Nights	Provide time in the evenings to allow parents and students to participate in various school activities	Title I	$1,200.00
Parent Involvement	Substitute pay for Parent Teacher Conferences	Provide teachers time during the school day to meet with parents to conduct parent-teacher conferences.	SAI	$1,088.00
STEM	NA	NA	NA	$0.00

NA	NA	NA	NA	$0.00

Subtotal: $212,342.00

Grand Total: $250,767.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

⃝ Priority	⃝ Focus	⃝ Prevent	⃝ NA

Are you a reward school: ⃝ Yes ⃝ No

A reward school is any school that improves their letter grade or any school graded A.

No Attachment (Uploaded on 10/29/2012)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting "Yes" or "No" below.

✓ Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
No funds have been allocated to Brentwood at this time	$0.00

Describe the activities of the School Advisory Council for the upcoming year

The School Advisory Council at Brentwood Elementary will meet at least four times during the 2012-2013 school year to discuss curriculum, testing data, budgets, parent involvement activities, and other business related to the school. The School Advisory Council also serves as the Title I Parent Committee and will discuss the Title I Parent Involvement Plan and Family Compact.

AYP DATA

SCHOOL GRADE DATA

No Data Found

Escambia School District
BRENTWOOD ELEMENTARY SCHOOL
2010-2011

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	74%	65%	80%	49%	268	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	66%	59%			125	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	59% (YES)	63% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					515	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested

Escambia School District
BRENTWOOD ELEMENTARY SCHOOL
2009-2010

	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	76%	70%	86%	43%	275	Writing and Science: Takes into account the % scoring 4.0 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	60%			119	3 ways to make gains: ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	47% (NO)	70% (YES)			117	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
FCAT Points Earned					511	
Percent Tested = 100%						Percent of eligible students tested
School Grade*					B	Grade based on total points, adequate progress, and % of students tested