

School Planning Team	
Shelby County (792) Public District - FY 2019 - Brewster Elementary (792-2053) Public School - School Plan - Rev 0	
Please identify all planning team members, including team member titles. The school plan must be developed in consultation with teachers, principals, other school leaders, paraprofessionals in the school, administrators (including administrators of Title programs), students (if a secondary school), other appropriate school personnel, and with parents of students.	
William Morrison, Title I Advisor	
Dr. Angela Askew, Principal	
Sonja Wright, Title I PLC Coach	
Eric McFerren, Instructional Facilitator	
Lauren Sullivan, Reading Language Arts ILT Teacher Lead	
Shanika Tunstal, Math ILT Teacher Lead	
Iris Myers, Science ILT Teacher Lead	
Herron, Educational Teacher Assistant	
Hunter, Parent	
Lee Gregory, MFD-Community Stakeholder	
Describe how the school actively and consistently involves all stakeholders identified in the development of the school plan and how the plan is regularly monitored and revised based on students' needs.	
All stakeholders surrounding Dr. William H. Brewster Elementary are involved in the planning process. Parents and community stakeholders are members of the SIP Committee and attend monthly meetings. In the meetings, parents and community stakeholders participate by offering suggestions and planning school-wide and community events. The school also hosts monthly training, which involve parents in curriculum, school-wide activities and real-world training. Parents are also welcomed in the parent center where the Family Engagement Specialist assists them with every need	

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☐ CHECK HERE IF NOT APPLICABLE (HIGH SCHOOLS)

Elementary/Middle School Subjects

3-8 Reading/Language Arts - Data Tables

3-8 Reading/Language Arts - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	20.8				15.1
- Asian	*				*
- Black or African American	17.4				12.2
- Hispanic or Latino	34.8				20.5
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*
- White	*				*
Economically Disadvantaged	19.3				10.1
Students with Disabilities	25				13.3
English Learners	29.4				12.5

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

William H. Brewster Elementary invites all parents and other stakeholders to participate in the development of the SIP. During these meetings, stakeholders have the opportunity to view the academic and nonacademic data that aligns with the vision of the school. Based on these meetings, decisions can be made regarding the vision of the school. Because the School Improvement Plan is a working document, all school members have the opportunity to revisit various pieces of data, such as NWEA MAPS Assessment, attendance and discipline data. The data will be used to create goals and adjust instructional practices and strategies.

According to the 2017-2018 NWEA Maps Assessment Data, growth was made in grade levels 1-3 and 5; however, most grade levels did not meet

their projected RIT score in Reading. In grades K-4 the number of students not meeting their RIT score exceeded the number of students meeting their RIT score. In contrast, the number of students in grades 1 and 2 meeting their RIT score was greater than the number of students not reaching their RIT score. Though process was made in student growth, there were challenges in student achievement. Although students met their RIT score, students failed to achieve at a high rate. According to the MAPs Assessment data, less than 50% of the student in each grade level scored at the 65th percentile or above. In Kindergarten 41.8%, 1st grade 49.2%, 2nd grade 23.3%, 4th grade 10%, and 5th grade 20% of the students scored at the 65th percentile or above. This information tells us that at least 50% of our students in each grade are still not proficient or advanced in Reading.

One of the underlying causes for the challenges in student achievement was the implementation of a new Reading curriculum (EL) in the middle of the school year. The format of EL's performance tasks, mid module and end of module assessments were not similar to the NWEA Maps Assessment. Teachers were faced with the task of developing strategies to teach the students to master concepts the way that they were previously accustomed to in addition to adhering to the EL curriculum. Towards the end of the 2017-2018 school year, more professional development was provided by district Literacy Advisors and the Instructional Facilitator based on the strategies to help students align the information from EL with assessment questions from NWEA Maps Assessments.

ED Students

According to the 2017-2018 NWEA Assessment Data, Non-ED students scored 93% proficient or advanced; while ED students scored 27.3% proficient or advanced. Thus, Non-ED students performed better on the assessment by 65.7%. However, the number of students in these two groups are significantly different. The number of Non-ED students administered the assessment was 15. In contrast, the number of ED students administered the assessment was 402.

SWD Students

According to the 2017-2018 NWEA Assessment Data, Non-SWD scored 26.1% proficient or advanced, while SWD scored 1.5% proficient or advanced. Non-SWD performed better on the assessment by 24.6%. However, the number of students in these two groups are significantly different. The number of Non-SWD administered the assessment was 353. In contrast, the number of SWD administered the assessment was 64. In addition, the trend of proficiency with SWD has been significantly lower than non-SWD due to identified learning challenges. Posing a challenge, SWD were accustomed to accommodations for district and state assessments. However, due to the adaptive nature of NWEA Maps, usual accommodations were not necessary or allowed. For example, all students were allowed ample amount of time to complete the assessments, scratch paper, calculators, and read alouds (when prompted).

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

According to 2017-2018 NWEA Maps Assessment data, Non-EL students scored 36.8% proficient or advanced; while EL students scored 28.6% proficient or advanced. Non-EL students performed better on the assessment by 8.2%. However, the number of students in these two groups are significantly different. Hence, the number of Non-EL students administered the assessment was 310. In contrast, the number of EL students administered the assessment was 81. This is a new trend for Dr. William H. Brewster. Since EL students usually produce higher achievement on district and state assessment. A posing challenge could be that EL students were accustomed to accommodations for the district and state assessments; however, due to the adaptive nature of NWEA Maps Assessment, usual accommodations were not necessary or allowed.

3-8 Mathematics - Data Tables

3-8 Mathematics - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	35.8				16.1
- Asian	*				*
- Black or African American	31.3				12.8
- Hispanic or Latino	52				22.7
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*
- White	*				*
Economically Disadvantaged	34				9.4
Students with Disabilities	32.5				20
English Learners	41.7				14.6

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

Although students met their RIT score, students failed to achieve at a high rate. According to the Maps Assessment data, less than 50% of the students in each grade level, except 1st grade, scored at the 65th percentile or above. In Kindergarten 42.4%, 1st grade 50.8.2%, 2nd grade 16.1%, 4th grade 5%, and 5th grade 13.8% of the students scored at the 65th percentile or above. This information tells us that at least 50% of our students in grades K and 2-5 are still not proficient and advanced in Math, according to the NWEA Map assessment data.

ED Students

According to the 2017-2018 NWEA Assessment data, Non-ED students scored 80% proficient or advanced. ED students scored 32.7% proficient or advanced. Non ED students performed better on the assessment by 47.3%. The number of students in these two groups are significantly different. Hence, the number of Non-Ed students administered the test was 15. In contrast, the number of ED students administered the

assessment was 390. In the 2017-2018 school year, ED students composed the majority of the population, at approximately 93.5%. Thus the trend of proficiency for Non-ED students have remained higher due to low population, higher attendance and other advantages.

SWD

According to the NWEA Map Assessment data (grades 3-5), with non-SWD the percentage of students that scored at the 65th percentile or above was 13% proficient or advanced; while SWD had 14% proficient or advanced. SWD performed better on the Math Assessment, by 1%. Overall, both groups decreased proficiency rates in Math versus Reading. However, the number of students in these two groups are significantly different. Hence, the number of Non-SWD administered the assessment was 160. In contrast, the number of SWD administered the assessment was 22. In addition, the trend of proficiency of SWD has been significantly low due to identified learning challenges. Posing a challenge, SWD were accustomed to accommodations for district and state assessments. However, due to the adaptive nature of NWEA Map assessments, usual accommodations were not necessary. For example, all students were allowed ample time to complete assessments, scratch paper, calculators, and read aloud (when prompted). Lastly, due to scheduling needs, students we're administered 2-4 subject area assessments in 3 days. For subgroups like SWD, multiple assessments in the same day may have posed a challenge leading to a lack of success on the assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

According to the NWEA Map Assessment data (grades 3-5), with non-ELL the percentage of students that scored at the 65th percentile or above was 15.4% proficient or advanced; while ELL students had 0% proficient or advanced. Non-ELL students performed better on the Math Assessment, by 15.4%. The lack of progress can be attributed to limited language assistance during the Math assessment, since reading comprehension is not being tested in Math. However, the number of non-ELL students administered the assessment was 136. In contrast, the number of EL students administer the assessment was 21. Posing a challenge, EL students were accustomed to accommodations for district and state assessments. However, due to the adaptive nature of NWEA Map assessments, usual accommodations were not necessary. For example, students were allowed ample time to complete assessments, scratch paper, calculators, and read aloud (when prompted). For subgroups like EL, multiple assessments in the same day may have posed a challenge leading to lack of success on the assessment.

3-8 Science - Data Tables

3-8 Science - % Proficient / Advanced	2014-15	Improvement	2015-16	Improvement	2016-17
All Students	33.3				28.1
- Asian	*				*
- Black or African American	29.5				25.5

- Hispanic or Latino	52				34.9
- Native American / Alaskan Native					*
- Native Hawaiian / Pacific Islander					*
- White	*				*
Economically Disadvantaged	31.4				23.2
Students with Disabilities	27.5				13.8
English Learners	47.3				29.2

After analyzing data for all students in this content area, provide a summary of the progress and challenges, and identify underlying causes for each. Discuss the progress and challenges of students overall and in traditional subgroups. Cite specific examples and include local data analyzed as part of the comprehensive needs assessment.

ED Students

The Science assessment was given to 5th grade students only because this grade was the focus grade on TNReady. According to NWEA Maps assessment data, with non-ED students the percentage of students that scored at the 65th percentile or above was 23.7%; while 50% of ED students scored at the 65th percentile or above. The significant margin was due the population of non-ED versus ED students enrolled at Dr. William H. Brewster Elementary. The number of non-ED students administered the assessment was 6. A sharp contrast to the number of ED students administered the assessment at 59.

SWD Students

The Science assessment was given to 5th grade students only because this grade was the focus grade on TNReady. According to the NWEA Map Assessment data, with non-SWD the percentage of students that scored at the 65th percentile or above was 30% proficient or advanced; while SWD had 0% proficient or advanced. Non-SWD performed better on the Science Assessment, by 30%. Often SWD receive appropriate accommodations to assist learning challenges; however NWEA Map Assessments are adaptive and do not suggest accommodations necessary. Also, due to scheduling and technology needs, students were administered 2-4 subject area assessments in 2 days. For subgroups like SWD, multiple assessments in the same day may have posed a challenge leading to a lack of success on the new assessment.

If the school has an EL subgroup, describe how the data for the ELs will be used to inform the ESL instructional program.

ED Students

The Science assessment was given to 5th grade students only because this grade was the focus grade on TNReady. According to NWEA Maps assessment data, with non-ED students the percentage of students that scored at the 65th percentile or above was 23.7%; while 50% of ED students scored at the 65th percentile or above. The significant margin was due to the population of non-ED versus ED students enrolled at Dr. William H. Brewster Elementary. The number of non-ED students administered the assessment was 6. A sharp contrast to the number of ED students administered the assessment at 59.

SWD Students

The Science assessment was given to 5th grade students only because this grade was the focus grade on TNReady. According to the NWEA Map Assessment data, with non-SWD the percentage of students that scored at the 65th percentile or above was 30% proficient or advanced; while SWD had 0% proficient or advanced. Non-SWD performed better on the Science Assessment, by 30%. Often SWD receive appropriate accommodations to assist learning challenges; however NWEA Map Assessments are adaptive and do not suggest accommodations necessary. Also, due to scheduling and technology needs, students were administered 2-4 subject area assessments in 2 days. For subgroups like SWD, multiple assessments in the same day may have posed a challenge leading to a lack of success on the new assessment.

EL Students

The Science assessment was given to 5th grade students only because this grade was the focus grade on TNReady. According to the NWEA Map Assessment data, non-EL Students had 31.4% proficient or advanced; while EL students had 0% proficient or advanced. Non-EL students performed better on the Science Assessment, by 31.4%. The decrease can be attributed to EL pullouts. Some students in grades 5 were pulled for EL services during regular Science instruction. By district mandate, it was not suggested that student be pulled during Reading or Math tier 1 instruction; thus, Science instruction and practice took the hit to compensate for EL services.

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☒ N/A

ACT - Data Tables

ACT Scores	2014-15	2015-16	2016-17
Composite			
English			
Math			
Reading			
Science			

Graduation Rate - Data Tables

Graduation Rate	2014-15	Improvement	2015-16	Improvement	2016-17
All Students					
- Asian					
- Black or African American					
- Hispanic or Latino					
- Native American / Alaskan Native					
- Native Hawaiian / Pacific Islander					
- White					
Economically Disadvantaged					
Students with Disabilities					
English Learners					

Analyze the school's ACT data. Summarize the progress and challenges, especially in increasing the number of students who reach college ready benchmarks and score above 21 on the ACT composite. Describe how the school will address those challenges and how the school is considering variation across subjects and different subgroups (i.e. BHN, EL, SWD, ED).

Review the school's graduation data and summarize progress and challenges students are facing, especially if graduation rates are below 90 percent. Consider graduation rates overall and among different subgroups (i.e. BHN, EL, SWD, ED).

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Student Enrollment - (represents student enrollment on October 1)

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students	484		428		468	100
- Asian	8	1.7	9	2.1	8	1.7
- Black or African American		76.7	324	75.7	362	77.4
- Hispanic or Latino	86	17.8	84	19.6	88	18.8
- Native American / Alaskan Native			3	0.7	2	0.4
- Native Hawaiian / Pacific Islander						
- White	15	3.1	8	1.9	6	1.3
Economically Disadvantaged	462	95.9	291	75	333	77.8
Students with Disabilities	75	15.5	67	15.7	85	18.2
English Learners	89	18.4	88	20.6	80	17.1

Student Attendance

Student Attendance - Elementary and Middle Grades

	2014-15	2015-16	2016-17
	%	%	%
All Students	93.5	95.2	95.2
- Asian	95.6	96.8	
- Black or African American	93	94.8	94.9
- Hispanic or Latino		90.8	95.8

- Native American / Alaskan Native	96		
- Native Hawaiian / Pacific Islander	96.8	96	96.5
- White	91.5	94.9	97
Economically Disadvantaged	93.7	94.9	
Students with Disabilities	93.6	94.9	94
English Learners	95.8	96.6	96.7

Student Attendance - High School			
	2014-15	2015-16	2016-17
	%	%	%
All Students			
- Asian			
- Black or African American			
- Hispanic or Latino			
- Native American / Alaskan Native			
- Native Hawaiian / Pacific Islander			
- White			
Economically Disadvantaged			
Students with Disabilities			
English Learners			

Chronic Absenteeism - Data Tables			
Students Who Were Chronically Absent (by subgroup)			
	2014-15	2015-16	2016-17
	10% or More	10% or More	10% or More
	20% or More	20% or More	20% or More

	#	%	#	%	#	%	#	%	#	%	#	%
All Students	98	18.8	24	5.5	45	10	22	4.9	46	10.9	**	**
- Asians									*	*	*	*
- Black or African American									39	12	**	**
- Hispanic or Latino									7	8.3	**	**
- Native American / Alaskan Native												
- Native Hawaiian / Pacific Islander												
- White									*	*	*	*

Students Who Were Chronically Absent (by grade level)

	2014-15				2015-16				2016-17			
	10% or More		20% or More		10% or More		20% or More		10% or More		20% or More	
	#	%	#	%	#	%	#	%	#	%	#	%
All Students	98	18.8	24	5.5	45	10	22	4.9	46	10.9	**	**
Kindergarten	19	23.7	10	11.8	4	6.2	4	6.2	13	16.3	**	**
Grade 1	14	16.1	1	1.1	13	18.6	3	4.3	5	7.4	**	**
Grade 2	12	14.6	4	4.9	6	8.2	5	6.8	7	10.8	**	**
Grade 3	24	26.7	3	3.3	4	5.3	2	2.7	7	10.6	**	**
Grade 4	8	13.6	0	0	7	9.3	1	1.3	8	11.4	**	**
Grade 5	15	16.9	4	4.5	4	7.8	1	2	6	8.1	**	**
Grade 6												
Grade 7												
Grade 8												
Grade 9												

Grade 1		6	5.3	3	2.8	5	5.6
Grade 2		11	10.5	5	4.8	2	2.2
Grade 3		23	19.2	12	12.1	9	10.2
Grade 4		15	18.3	7	6.9		
Grade 5		27	25.2	7	9.5	20	21.5
Grade 6						*	*
Grade 7						*	*
Grade 8						*	*
Grade 9						*	*
Grade 10						*	*
Grade 11						*	*
Grade 12						*	*

Student Discipline - Expulsions (by subgroup) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.

	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
All Students (students expelled; not incidents)	0	0	0	0	0	0
- Asian					0	0
- Black or African American	0	0	0	0		0
- Hispanic or Latino	0	0	0	0	0	0
- Native American / Alaskan Native					*	*
- Native Hawaiian / Pacific Islander					*	*
- White	0	0	0	0	0	0
Economically Disadvantaged					0	0
Students with Disabilities	0	0	0	0	0	0

English Learners		0	0	0	0	0	0
Student Discipline - Expulsions (by grade level) - Percentages are calculated using all students enrolled at any point during the school year as the denominator and will differ from the report card percentages.							
	2014-15		2015-16		2016-17		
	#	%	#	%	#	%	
All Students	0	0	2	0.3	0	0	0
Kindergarten	0	0	0	0	0	0	0
Grade 1	0	0	1	0.9	0	0	0
Grade 2	0	0	1	1	0	0	0
Grade 3	0	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0	0
Grade 6					*	*	*
Grade 7					*	*	*
Grade 8					*	*	*
Grade 9					*	*	*
Grade 10					*	*	*
Grade 11					*	*	*
Grade 12					*	*	*

Review chronic absenteeism data. Discuss progress and challenges with chronic absenteeism overall, by grade level, or subgroup, especially if rates exceed 10%. Identify steps to be taken to ensure students have opportunities to learn.

Dr. William H. Brewster had a 95.8% attendance rate for the 2017-2018 school year. The attendance rate was 95.2% for the previous year, hence there was a 0.6% increase. Though positive effort was made to increase attendance, it was shy 0.6% of the school's attendance goal of 96.4%. For the 2017-2018 school year, Kindergarten (13.9%) and 2nd grade (15.4%) had a high percentage of chronically absent students. The absenteeism in these grades were linked to high number of suspensions from Kindergarten and 2nd grade students. This was an underlying challenge to the school-wide attendance goal. Although there were chronically absent students, attendance increased during the school year because of school wide incentives and

SART meetings conducted by the School Counselor and the Family Engagement specialist. They provided support for parents and students to increase attendance. For example, each month students were rewarded for having perfect attendance with various activities such as, ice cream socials, blow pop and bubbles party, dances, and out of uniform passes.

The strategies that will be implemented to decrease the percentage of chronic absenteeism are below:

The first strategy is to create a SART team to effectively and accurately manage student absenteeism. Daily, a member of the SART team will sit at the front door and stop each late student, speak to them and their parent as they sign the student in and receive a tardy slip to class. Next, the SART team will contact parents and hold attendance meetings for students reaching 3 unexcused absences or 5 tardies.

The second strategy is the continuation of SWAG Friday. Students that are at school all week, with no tardies or early dismissals will receive a coupon congratulating and inviting them to participate in SWAG Friday. Students meeting attendance requirements may wear their favorite outfit on SWAG Fridays.

The third strategy is to hold meetings, activities and committees in which parents are active participants. During the 2017-2018 school year, parent participation increased. We noticed a huge difference based on meeting agendas and sign in sheets. As a school wide initiative, parents will receive continuous information and support from the staff at Brewster. Historically, high parental involvement helps decrease chronic absenteeism.

Review student discipline data. Discuss progress and challenges with discipline overall, by grade level, or subgroups, especially if rates exceed 8 percent for out-of-school suspensions and .25 percent for expulsions. Identify specific steps to be taken to reduce lost instructional time and/or disparate impact.

At Dr. William H. Brewster Elementary, the suspension rate was 11.5%. This is down from the previous year by 6.1%. Approximately 50 student incidents were recorded. However, the school's discipline goal was keeping incidents at 5%. The high suspension rate was due to a height in 5th grade incidents. Fifth grade students accounted for 34 of the 73 students incidents.

The strategies to address discipline are below:

The first strategy to address discipline is the implementation of Positive Behavioral Intervention System. Teachers will have daily behavior charts on clipboards that follow the student all day, from the classroom, hallway, lunchroom, and support classes. The daily behavior chart allows teachers to accurately document student behavior. When a student reaches so many marks (infractions), the teacher follows the steps on the progressive discipline chart. This gives the student ample opportunities to correct their behavior before suspensions occur. The behavioral plan will be a proactive approach to alleviate write ups and suspension abuse. Also, teachers will have the option to use Class Dojo. This is an app based behavior program that is designed to encourage students for any skill or value- whether it is working hard, being kind, helping others or any positive assistance or character shown.

The second strategy is the implementation of E Parties. Strategy two is a direct correlation to one. If a student does not exceed the number of allotted marks on the behavior chart in a 10 day period, they will get the opportunity to attend the E Party. The criteria of maintaining an E, G, or S for a 10 day period in all aspects of the school is a big deal and students will have an opportunity to celebrate this accomplishment twice a month.

The third strategy is to continue to involve parents in school meetings, activities, and committees. As a school wide initiative, parents will receive continuous information and support from Brewster Elementary. Historically, high parental involvement helps decrease discipline issues.

Describe the priority for providing a safe, supportive, and healthy environment in the school and how the school will meet those needs.

Dr. William H. Brewster Elementary ensures students enter a safe, supportive and health environment, daily. The steps to ensure this positive environment conducive to learning are as follows:

- Providing needs to students and their families: Food if hungry, clean clothes if needed, medical attention when necessary, counseling and other family services as required, and most of all caring adults who create an atmosphere of sincere support for the students' well-being *and* academic success.
- The creation of clear policies and procedures for student and staff conduct; frequent and effective communication with parents, families, and the school community; and attention to classroom management as well as the requisite professional development. Without these conditions in place, learning cannot become a school's focus.
- School staff is trained and available through daily vigilance, consistent consequences, and continual monitoring of progress with frequent mid-course corrections, if needed.
- Instruction and learning is at the forefront of our school. Thus, the more instruction becomes focused and relevant, student engagement in learning improved, which in turn had a positive effect on behavior. Teachers are trained to expose students to a rigorous, well-rounded (MAST) curriculum to compete in this global society.

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STAFF Characteristics - Data Tables - (Please enter data in the fields provided.)

STAFF Characteristics	2014-15		2015-16		2016-17	
	#	%	#	%	#	%
Principal - Years in position						
Teaching Staff (Certified) - Number of Teachers						
1 to 3 years		%		%		%
4 to 10 years		%		%		%
11 to 20 years		%		%		%
21 + years		%		%		%

How are new teachers supported in the school? What strategies are currently in place to generate growth among new hires?

The new teachers are assigned Peer Mentors that gives them hands on assistants every day. The Instructional Facilitator and PLC Coach are charged with having monthly meeting centered around school procedures and non negotiable. They also provide individualized modeling and coaching as a result of informal observations and the teacher needs assessment.

What retention practices, incentives, or growth opportunities are in place, specifically for teachers who have demonstrated strong performance over time?

Highly Effective Teachers:

Incentives implemented are: 1. current and new teachers are eligible for an annual performance based salary increase 2. all SC teachers with TEM 3 or higher will be awarded with an annual salary increase based on their evaluation rating. 3. TEM 5 will earn nearly double the increase amount earned under the former step and lane system. 4. all new and current teachers will also have an opportunity to earn stipends for earning a TEM 5 with an advanced degree and working in high-needs schools or subject areas. The available opportunities and stipend amounts could change based on current district needs.

What procedures are in place to ensure that low income and minority students are not being taught at a higher rate than other students by

ineffective, inexperienced, or out-of-field teachers. Include steps to be taken in order to address these disparities and ensure equitable access to highly-effective teachers.

The District is exploring the following initiatives and strategies to address the equitable distribution of effective teachers

- *Creating incentives that work for experienced, effective teachers and leaders to move to high-need schools and keep working there
- *Building principal capacity to implement strong recruitment and retention practices that can improve teacher talent
- *Enable and encourage target schools to hire earlier for vacancies
- *Help target school leaders develop retention strategies and hold them accountable for results
- *Work actively to distribute new teacher hires evenly across schools and provide intensive early support
- *Offer financial and/or leadership incentives to attract experienced and effective teachers to target schools
- *Recruit clusters of effective teachers and leaders to target schools
- *Network with other schools and prep programs to identify top candidates
- *Create accurate, positive representations of the school during recruitment
- *Rethink placement and assignment practices (like co-teaching)
- *Enforce a culture of motivation and collaboration for all teaching staff

School Plan - Additional Areas

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School Data - Data Tables - (Please enter data in the fields provided.)

School	Report as	2014-15	2015-16	2016-17
Length of school year - Instructional days	(#)			
Length of school day - Instructional minutes	(#)			

Additional Areas

RTI2

Describe the school's progress in implementing RTI2 across all grades. Identify areas of strength and weakness, identify root causes and discuss actions needed.

During the 2017-2018 school year, the RTI2 process was implemented across all grade levels. However, the process did not fully begin until 2 months into the school year, because of new programs adopted by the school district. The new programs were Achieve 3000, and EdPlan. Administrators and teachers received some training on the two programs, but did not provide explicit instructions to successfully implement the entire RTI2 Process before the beginning of the school year. Dr. William H. Brewster received a RTI2 Advisor. The advisor coached the Instructional Facilitator (RTI2 Chair) on how to effectively train the teachers on how to use EdPlan. Throughout the year the teachers received support from the Achieve 3000 area representative as well.

A strength in implementing RTI2 was all teachers remained positive and willing to meet the demands of the process. Student data folders was kept on each Tier 2 and 3 student identified by EasyCBM. In addition, information collected from EasyCBM and NWEA Map data helped teachers better plan small groups and tiered workstations.

A weakness in implementing RTI2 was the lack of knowledge about parts of the process. The root cause of this weakness lies in a lack of training, support, and accurate time to implement the new programs for the RTI2 Process. Another weakness was the lack of manpower needed to support the number of Tier 2 and 3 students, to provide effective intervention daily.

Technology Access and Use

Describe the level of access that students have to technology as part of the instructional program and the challenges faced in effectively integrating

technology into the instructional program. What steps is the school taking to address these challenges? (Include possible funding sources to be used to support increased access to technology.)

Technology is incorporated with lessons in all subject areas. Each teacher in K-5 received Smartboards this year to increase the use of technology with the students and to assist them with connecting with the world. This interactive component assisted teachers and students with modeling and engagement throughout the lessons.

Students also have access to technology daily to assist with instruction and instructional programs, such as i-Ready and Achieve3000. Each classroom is equipped with approximately 5-6 computers. Classes have access to the school's computer lab to support instructional programs, projects and testing. Lastly, teachers have the opportunity to check-out the laptop carts to support instruction. A strength is technology is available for students and teacher to implement instructional programs. Moreover, teachers use technology to support instruction and students use technology to complete assignments and for instructional programs.

The areas of weakness in professional development are in the areas of curriculum & instruction (all subjects), analyzing student data for immediate grouping and re-teaching, and the implementation of writing and citing evidence. These weaknesses can be effectively addressed through weekly grade level and administrative PLC Meetings. In addition, bringing in Literacy and Math Coaches to provide guidance to teachers would ensure the curriculum is being effectively interpreted and implemented. Lastly, continuous visibility and feedback from administration is significant to the success of high-quality, on-going professional development.

Professional Development

Describe how professional development for teachers and school leaders will build capacity for high quality instruction, positively impact student academic achievement, and address the needs of educators in the school.

Describe the prior year professional development activities and how effectively these activities addressed teacher needs and student learning.

At the beginning of the 2017-2018 school year, a needs assessment was given to teachers concerning professional development. The results were suggested activities were needed to provide more information about the following:

1. Use of Journeys Online
2. Required Workstations and Rotations (90-Minute Block)
3. Gradual Release
4. Incorporating Science and Social Studies into Reading
5. Writing (POW TIDE) and Math (FISH)
6. Peer Observation Opportunities

Using data from the needs assessment, professional development opportunities were provided in each of the requested areas. The level of

success of professional development connected to student learning (outcomes) varies. In a four tier observation cycle, there was significant growth from cycle 1 to cycle 4 in the following areas:

1. Required workstations and rotations (examples, signs and posters provided)
2. Gradual Release (modeling and coaching)
3. Incorporating Science and Social Studies (Curriculum Guides and PLC Meetings)
4. POW TIDE and FISH PD (posters provided)

Dr. William H. Brewster Elementary prides itself in providing relevant, effective professional development to teachers, paraprofessionals, and school leaders. The School's ILT Team collaborates with district personnel to ensure all are knowledgeable and well trained in the curriculum and operations of the school to build capacity and positively impact student academic achievement.

After analyzing the 2017-2018 NWEA Maps assessment data, there is a strong need to more professional development in Reading. Since we began Expeditionary Learning (EL), teachers are faced with trying to align the standards in the EL modules with the TN state standards. Also there is a need for more professional development regarding rigorous tasks for the students. The teachers are faced with having to go beyond the EL curriculum to make sure students are receiving more rigorous task and questions that they will see on the TNReady assessment. The administrative team decided to request Ready Reading, Writing, and Math to increase the students' stamina in all content areas. This will be supplemental. It will not replace the core curriculum during the 90 minute reading block.

Parent and Family Engagement

Describe the strategies used to implement effective family and community engagement activities that are meaningful and aligned with student academic achievement in the school. If applicable, address activities specifically designed to engage the parents and families of English learners.

There are ways to strengthen parent and community involvement activities to support student achievement. Dr. William H. Brewster Elementary plans to use A Partnership Process for strengthening the relationships between the community and our schools. The steps include: creating a team with school leaders, teachers, parents, and community members; administering a survey to collect data about needs; use data to make decisions and priorities; and write a partnership plan. A partnership plan in which all stakeholders share a responsibility for the education of all students at Dr. William H. Brewster Elementary. Several programs will be created to strengthen parent and community involvement activities. Some are listed below; however, the top priorities are underlined.

1. Title I Annual Parent Meeting
2. Parent-Student Tutoring Sessions

- 3. Parent and Community Volunteer Program
- 4. POP Program (Power of Parents)
- 5. Increase Partnerships with the Adopters
- 6. Home Visiting Programs
- 7. Improve Parent Resource Room
- 8. Parent Sharing Nights

Dr. William H. Brewster prides itself in parent and community involvement. Though parents and community members are welcome daily, there are activities offered to parents and community members 2-3 times a week. The activities provided to parents and community members impacted student achievement on different levels.

1. Junior League provided tutoring and arts & crafts activities to Pre-K and Kindergarten Students bi-weekly.
2. Rotary Club provides literacy tutoring to students in grades Pre-K-1 on a weekly basis.
3. Parents and Community Members provided support to students by reading to classes during Read for the Record and Read Across America.
4. Meetings were held monthly to teach parents skills for providing students with homework help and life skills.
5. Mr. Woods Barbering provided students apart of the "Man Up Program" with free haircuts bi-weekly.
6. Adopters provided on-going supplies and uniforms for students to be successful during the 2017-2018 school year.

Shelby County (792) Public District - FY 2019 - Brewster Elementary (792-2053) Public School - School Plan - Rev 0**Summarize your accomplishments and what is working for students. To what do you attribute these accomplishments?**

The implementation of the Behavior Plan has been successful. The suspension and write-up percentage has declined. This success can be attributed to the implementation of the Behavior Tracker, in which students are knowledgeable about every infraction and consequence. In addition, the E-Parties have attributed to the success because it gives students an opportunity to celebrate their good behavior.

Students showed growth in Reading and Math from the Fall NWEA Map Assessment to the Spring NWEA Map Assessment. This success can be attributed to the NWEA Map Pep Rally held before the district assessments. During the rally, students were informed on the importance and purpose of the assessment. Students also participated in activities to celebrate their success on the test.

Technology was majorly upgraded. All classrooms received the newest Smartboard technology. Laptop carts were purchased, kept, and use on grades 1-5. By having accessible laptops it increases the students stamina with technology.

List, in priority order, the top 3-5 areas of needs as identified through the needs assessment. These should be the areas that can be addressed in the coming year. Prioritizing needs will identify the most critical areas where your work will begin with the creation of goals and strategies.

Priority Need	Content/Topic Focus - (such as RLA, math climate, ACT, etc.)	Grade Level Focus - (single grade or range of grades)	Primary Student Focus - (such as all students or subgroup(s))
Building teacher content knowledge and capacity in delivering effective reading, math and science st	ELA, Math and Science	K-5	ALL
Building teachers' and administrators capacities through differentiated standards-aligned profession	Professional Development	K-5	ALL
Reducing the number of discipline referrals and interrupted/missed instructional time	Climate	K-5	ALL

Assurance

☒ * The strategies developed and implemented within and through this plan will specifically address the priority needs identified.

Shelby County (792) Public District - FY 2019 - Brewster Elementary (792-2053) Public School - School Plan - Rev 0

Plan Items ()

G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts

Description:

District-Level: In the 2018-19 school year, Shelby County Schools will receive a level 3 TVAAS score or higher in literacy and meet the District's AMO (3-5 26%, 6-8 24.7%, HS English 26.1%).

School-Level: In the 2018-2019 School Year, Dr. William H. Brewster Elementary School will increase proficiency on the NWEA Map Assessment in Reading by 5%.

Performance Measure:

District-Level: TN Ready Assessment & 70% of schools or higher will meet their RIT goal in ELA on the Fall, winter, and Spring MAP Assessment and 50% of schools or higher will score at the 65th percentile in ELA on Fall, Winter, and Spring MAP assessment

School-Level: At least 50% of students in grades K-5 will reach their projected RIT Score in Reading by the Spring District Benchmark Assessment (NWEA). However, all students are expected to show growth in Reading by the Spring District Benchmark Assessment (NWEA). Success on the NWEA Assessment will help students achieve at least 50% on the TN Ready ELA Assessment.

S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: State Content Standards Alignment

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: During the 2018-2019 school year, Dr. William H. Brewster Elementary will use Tennessee Academic Standards based resources to provide high quality, rigorous and engaging instruction to all students.

AS 1.1.1) State Content Standards Alignment

Description:

PLC Coach and School-Level Principal will use the CLIP Observation Look Fors to monitor the fidelity of implementation of Tier 1 RLA instruction; provide professional development on the CLIP instructional design, including the gradual release of responsibility model; as well as, continue to collaborate with other central office employees (i.e., Coordinated School Teams) to support the implementation of the CLIP instructional design.

Benchmark Indicator:

Teacher Observations (Formal and Informal), Faculty Meetings (minutes/PowerPoint/handouts), PLC Meetings (minutes/PowerPoint

/handouts), District Learning Days (minutes/PowerPoint/handouts), Benchmark and Common Formative Assessments

Person Responsible:

Principal, PLC Coach, IF

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

1.2) District-Level: Professional Development - School-Level: Professional Development to Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

School-Level: Dr. William H. Brewster will provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Professional development will be delivered weekly during PLCs by the PLC Coach, RTI Advisor, District Support Advisor, ELL Supervisor and other District personnel. Professional development will also be delivered in faculty meetings by the Principal, PLC Coach, Reading Laureate, District Support Advisors, SPED Supervisor, ELL Coaches.

AS 1.2.1) Professional Development

Description:

Professional Learning Coach, Teacher Leaders, and Literacy Coach will provide ongoing, research-based professional development for teachers and staff through various activities including modeling effective instructional practices (CCSS), effective lesson and curriculum planning, research-based assessment techniques and specific reading-based skills classes for teachers. PLC Coach and School-level Principal will use the CLIP Observation Look Fors to monitor the fidelity of implementation of Tier 1 RLA instruction; provide professional development on the CLIP instructional design, including the gradual release of responsibility model; as well as,

continue to collaborate with other central office employees (i.e., Coordinated School Teams) to support the implementation of the CLIP instructional design.

Benchmark Indicator:

Faculty Meetings (minutes), PLC Meetings (minutes), Teacher Observations (informal and formal), Benchmark Assessments, Common Formative Assessments

Person Responsible:

PLC Coach, Literacy Coach, Principal

Estimated Completion Date:

5/26/2017

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Strengthening Academics
	Quality Learning

1.3) District-Level: Targeted Intervention and Personalized Learning - School-Level: Prevention/Intervention (Reading & Math)

Description:

District-Level: Provide academic interventions and personalized learning activities that are designed to meet the individual needs of the student and provide a learning pace and instructional approaches to meet the needs of each learner.

School-Level: Dr. William H. Brewster Elementary School will provide academic intervention (RTI2) and other focused supplemental supports (Tutoring) to improve achievement and close gaps in Reading. Also, through a partnership with Rhodes College, college students provide tutoring in Reading for students in grades 3-5, during the school day. Teachers will also receive supplemental materials from Curriculum Associates (Ready Reading and Writing). These texts are design to supplement the core curriculum by giving students more rigorous tasks that are aligned to the TAS and increase academic achievement on TNReady.

AS 1.3.1) Differentiated Instruction

Description:

Classroom and Support Teachers will provide all students with differentiated Tier 1 Instruction in workstations and small groups, daily. In addition, all students will receive 45 minutes of intervention or enrichment, based on their level in Reading and Math, daily. PLC Coach, Principal, and Teachers will monitor student progress and adjust as needed on I-station, I-ready, Achieve 3000 and Small Group Instruction. Lastly, identified students will receive tutoring from high qualified teachers in Reading and Math 3 days a week in the school's aftercare program (ELOP).

Benchmark Indicator:

Monitoring RTI2 Intervention Blocks and Programs (Small Group, Achieve3000), RTI Fidelity Checks, EasyCBM Reports, District Assessment Results (NWEA), Teacher Observations (Formal and Informal), Clue Programs (Curriculum), RTI Meetings, Tutoring Logs and Benchmarks

Person Responsible:

Classroom Teachers and PLC Coach

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	At-Risk Students

G 2) District-Level: Mathematics - School-Level: Mathematics

Description:

District-Level: In the 2018-2019 school year, Shelby County Schools will achieve a level 3 TVAAS score or higher in numeracy and meet the District's AMO goals (3-5 30.8%, 6-8 21.8%, HS 15.3%)

School-Level: In the 2018-1019 School Year, Dr. William H. Brewster Elementary School will increase proficiency on the NWEA Map Assessment in Math by 5%.

Performance Measure:

District-Level: TN Ready Assessment

School-Level: At least 50% of students in grades K-5 will reach their projected RIT Score in Reading by the Spring District Benchmark Assessment (NWEA). However, all students are expected to show growth in Math by the Spring District Benchmark Assessment (NWEA). Success on the NWEA Assessment will help students achieve at least 50% on the TN Ready Math Assessment.

§ 2.1) District-Level: Standards Aligned Core Instruction - School-Level: State Assessment Alignment

Description:

District-Level: Provide access to rigorous curriculum, quality core instruction, and assessments aligned with the State's academic content standards

School-Level: Dr. William H. Brewster will align a rigorous researched-based curriculum, instruction and assessments to compete with the State's challenging academic content standards. Effective Professional Development will be provided to all teachers to ensure coherence and conceptual understanding of the curriculum.

AS 2.1.1) Mathematics Professional Development

Description:

PLC and Math Coaches will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills; monitoring the delivery of math instruction at Dr. William H. Brewster Elementary; collaborate with instructional leaders to understanding the mathematical shifts found in the TN State Standards (CCSS).

Benchmark Indicator:

Teacher Needs Assessment Survey, Teacher Observations (Formal and Informal), Math Common Formative Assessment Results, Faculty Meetings (Minutes/PowerPoint/Handouts), PLC Meetings (Minutes/PowerPoint/Handouts),

Person Responsible:

PLC Coach, IF, Math Coach, Principal

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning

§ 2.2) District-Level: Professional Development - School-Level: Professional Development-Improve Student Performance

Description:

District-Level: Provide ongoing, high quality professional development at the district and school level for school leaders, teachers, and other instructional staff that focuses on changing instructional practices that result in improved student performance.

School-Level: The Instructional Facilitator, Math Content Lead, and District Math Advisor will provide ongoing, high quality professional development at the school site for administrators, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance. Each week, during PLCs, teachers will receive ongoing professional development and support based on the Tennessee Academic Standard and high quality researched based strategies.

AS 2.2.1) Improving student achievement

Description:

PLC Coach, Principal and Math Coach will provide professional development to assist teachers in planning and delivering engaging learning experiences that strategically build fluency and problem solving skills. Dr. William H. Brewster Elementary School's SPED teacher co-teach to assist SWD to help close the gaps and increase proficiency in Math. Also, support teachers (Art, Science Lab, Music, and Library) work with all students from intervention to enrichment throughout the day.

Benchmark Indicator:

Lesson Plans, PLC Meetings (Minutes/PowerPoint/Handouts), Faculty Meetings (Minutes/PowerPoint/Handouts), Coaching and Modeling, Teacher Observations (Formal and Informal), Common Formative Assessments

Person Responsible:

PLC Coach, IF, Math Coach, Principal

Estimated Completion Date:

5/25/2018

Funding	Grant	Notes	Amount
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Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

G 4) District-Level: Safe and Healthy Students - School-Level: Culture and Climate

Description:

District-Level: For 2018-19, students will have equal access to a safe learning environment as evidenced by decreases in student disciplinary infractions and reducing chronically out of school students from 16.9% to 15.8%.

School-Level: During the 2018-2019 school year, Dr. William H. Brewster Elementary will create an environment that promotes learning for all students that will increase overall attendance by 1%.

Performance Measure:

District-Level: The number of disciplinary actions taken against students. The percentage of expulsions reported. The student attendance rate and chronic absenteeism rate.

School-Level: The faculty and staff will ensure that the School-wide Discipline Plan, Parental Involvement (Meetings, Parent Committees, Volunteering), E-Parties, SWAG Fridays, Daily Attendance Logs (Check-in/Check-out), SART Meetings, School-wide Fun Days will occur to decrease the number of chronically absent students. These strategies will also provide incentives for students to focus on maintaining a safe environment conducive to learning.

S 4.1) District-Level: Behavioral Interventions and Supports - School-Level: Student Attendance: Dr. William H. Brewster Elementary

School will increase student attendance by 1% by the end of the 2017-18 school year.

Description:

District-Level: Develop targeted interventions and support programs and initiatives that address identified behavior needs and provide appropriate student supports

School-Level: School-wide Discipline Plan, Parental Involvement (Meetings, Parent Committees, Volunteering), E-Parties, SWAG Fridays, Daily Attendance Logs (Check-in/Check-out), SART Meetings, School-wide Fun Days

AS 4.1.1 Improving student achievement

Description:

Historically, attendance has been connected to student achievement. Thus, Dr. William H. Brewster Elementary will use the SART Team to effectively and accurately manage student absenteeism and incorporate an incentive for students: SWAG Fridays.

Benchmark Indicator:

Monitor Daily Attendance, SWAG Celebrations, SART Team Meetings (Minutes)

Person Responsible:

SART Team

Estimated Completion Date:

5/25/2018

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics

S 4.2) District-Level: Professional Development - **School-Level: Reduce Student Suspensions**

Description:

District-Level: Provide ongoing, high quality professional development at the district level and school site for school leaders, teachers and other instructional staff to focus on changing instructional practices that result in improved student performance.

School-Level: Dr. William H. Brewster Elementary will reduce the number of student suspensions by 5% by the end of the 2018-2019 school year.

AS 4.2.1 Improving student achievement

Description:

Historically, student discipline has been linked to student achievement. Thus, Dr. William H. Brewster Elementary School will create a school-wide behavior plan which incorporates all stakeholders, in efforts to decrease the number of student suspensions by 7.6. Thus, teachers will have daily behavior charts on a clipboard that follows the students all day, from the classroom, hallway, lunchroom, and any support classes. The daily behavior chart allows teachers to accurately document student behavior. When a student reaches so many marks (from infractions), the teacher follows the steps on the flow chart. This gives the student ample opportunities to correct behavior before suspensions occur. The Behavioral Plan is a proactive approach to decrease write-up and suspension abuse.

Benchmark Indicator:

Daily Behavior Trackers, E-Parties, Fun Days (List of Students), Parent Contact Logs, Counseling Referrals

Person Responsible:

Teachers, Principal, PLC Coach, Family Engagement Specialist

Estimated Completion Date:

5/25/2018

Funding Application	Grant	Notes	Amount
Consolidated	Title I-A		\$0.00

Component	Item Name
School-wide Plan	Opportunities for All Students
	Strengthening Academics
	Quality Learning
	Well-rounded Education
	At-Risk Students

4.3) District-Level: Parent, Family and Community Engagement - School-Level: Increase Parental Involvement

Description:

District-Level: Promote effective parent, family and community engagement activities that support the overall academic success of students

School-Level: Dr. William H. Brewster Elementary will provide and assist parents and students in engaging learning experiences that strategically build fluency and problem solving skills for all students, including the transition from Pre-K to Kindergarten and 5th grade to middle school.

AS 2.3.1) Additional resources for struggling students G 4) District-Level: Safe and Healthy Students - School-Level: Culture and Climate S 4.1) District-Level: Behavioral Interventions and Supports - School-Level: Student Attendance: Dr. William H. Brewster Elementary School will increase student attendance by 1% by the end of the 2017-18 school year. AS 4.1.1) Improving student achievement S 4.2) District-Level: Professional Development - School-Level: Reduce Student Suspensions AS 4.2.1) Improving student achievement	2) Strengthening Academics Describe how the school will use methods and instructional practices that strengthen the academic program in the school. Explanation The Instructional Leadership Team at Dr. William H. Brewster Elementary collaborates with district personnel in providing effective professional development that ensures teaching practices are implemented and carried out, effectively. In addition, using researched best-practices help strengthen the academic program at our school. Lastly, Dr. William H. Brewster incorporates MAST components to ensure the curriculum creates well-rounded students with a focus on Math, Arts, Science and Technology. G 1) District-Level: Reading/Language Arts - School-Level: Reading/Language Arts S 1.1) District-Level: Standards Aligned Core Instruction - School-Level: State Content Standards Alignment AS 1.1.1) State Content Standards Alignment S 1.2) District-Level: Professional Development - School-Level: Professional Development to Improve Student Performance
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AS 1.2.1) Professional Development

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: Prevention/Intervention (Reading & Math)**

AS 1.3.1) Differentiated Instruction

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: State Assessment Alignment**

AS 2.1.1) Mathematics Professional Development

S 2.2) District-Level: Professional Development - **School-Level: Professional Development-Improve Student Performance**

AS 2.2.1) Improving student achievement

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/Intervention (Reading and Mathematics)**

AS 2.3.1) Additional resources for struggling students

G 4) District-Level: Safe and Healthy Students - **School-Level: Culture and Climate**

S 4.1) District-Level: Behavioral Interventions and Supports - **School-Level: Student Attendance: Dr. William H. Brewster Elementary School will increase student attendance by 1% by the end of the 2017-18 school year.**

AS 4.1.1) Improving student achievement

S 4.2) District-Level: Professional Development - **School-Level: Reduce Student Suspensions**

AS 4.2.1) Improving student achievement

3) Quality Learning

Describe how the school will increase the amount and quality of learning time.

Explanation

Dr. William H. Brewster Elementary will ensure instructional time is protected and provide students with a rigorous, well-rounded curriculum for mastering district and state assessments.

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.2) District-Level: Professional Development - **School-Level: Professional Development to Improve Student Performance**

AS 1.2.1) Professional Development

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.1) District-Level: Standards Aligned Core Instruction - **School-Level: State Assessment Alignment**

AS 2.1.1) Mathematics Professional Development

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/Intervention (Reading and Mathematics)**

AS 2.3.1) Additional resources for struggling students

G 4) District-Level: Safe and Healthy Students - **School-Level: Culture and Climate**

S 4.2) District-Level: Professional Development - **School-Level: Reduce Student Suspensions**

	AS 4.2.1) Improving student achievement	
4)	Well-rounded Education Describe how the school will provide an enriched and accelerated curriculum to ensure that students have access to a well-rounded education. Explanation Dr. William H. Brewster Elementary will provide all students with an enriched education through its MAST educational focus. Dr. William H. Brewster Elementary infuses the curriculum with "the arts," including: music, strings, art club, reading club, weekly science lab experiments, performing arts, and technology. G 2) District-Level: Mathematics - School-Level: Mathematics S 2.2) District-Level: Professional Development - School-Level: Professional Development-Improve Student Performance AS 2.2.1) Improving student achievement S 2.3) District-Level: Targeted Interventions and Personalized Learning, - School-Level: Prevention/Intervention (Reading and Mathematics) AS 2.3.1) Additional resources for struggling students G 4) District-Level: Safe and Healthy Students - School-Level: Culture and Climate S 4.2) District-Level: Professional Development - School-Level: Reduce Student Suspensions AS 4.2.1) Improving student achievement	
5)	At-Risk Students Describe how the school will address the needs of all children in the school, particularly the needs of those at risk of not meeting the	

challenging state academic standards.

Explanation

Dr. William H. Brewster Elementary ensures all students are exposed to a rigorous curriculum. In addition to Tier 1 instruction, students also receive forty-five minutes of intervention-RTI2 (Tier 2 or 3) instruction, daily. At-risk students are pulled out (SPED, ELL) for additional support to master goals. Special Education and ELL teachers are also pushed in to include those at-risk students in traditional daily instruction.

G 1) District-Level: Reading/Language Arts - **School-Level: Reading/Language Arts**

S 1.3) District-Level: Targeted Intervention and Personalized Learning - **School-Level: Prevention/Intervention (Reading & Math)**

AS 1.3.1) Differentiated Instruction

G 2) District-Level: Mathematics - **School-Level: Mathematics**

S 2.2) District-Level: Professional Development - **School-Level: Professional Development-Improve Student Performance**

AS 2.2.1) Improving student achievement

S 2.3) District-Level: Targeted Interventions and Personalized Learning, - **School-Level: Prevention/Intervention (Reading and Mathematics)**

AS 2.3.1) Additional resources for struggling students

G 4) District-Level: Safe and Healthy Students - **School-Level: Culture and Climate**

S 4.2) District-Level: Professional Development - **School-Level: Reduce Student Suspensions**

AS 4.2.1) Improving student achievement

School-wide Budget
Shelby County (792) Public District - FY 2019 - Brewster Elementary (792-2053) Public School - School Plan - Rev 0
Is the school consolidating funds in the school-wide pool from various sources in support of the Title I school-wide plan? Select... If no, enter the Title I school allocation (must equal the amount identified in the district Consolidated Funding Application) and upload the Title I school budget in the Related Documents section of this school's plan. If yes, identify the funding sources contributing to the Title I School-wide pool. Upload a copy of the Title I School-wide Pool section of the district's Consolidated Funding Application in the Related Documents section of this school's plan. - (To obtain a copy of the School-wide Pool section, have a district Consolidated application user click the word "Print" across from the School-wide Pool section located on the Sections page in the Consolidated Funding Application and save the document as a PDF.) ☐ Title I, Part A ☐ Title II ☐ Title III ☐ Title IV ☐ Title V, RLIS ☐ Title V, SRSA ☐ Carl Perkins ☐ IDEA ☐ State/Local ☐ Other - (Specify)

School Plan Related Documents			
Shelby County (792) Public District - FY 2019 - Brewster Elementary (792-2053) Public School - School Plan - Rev 0			
Optional Documents			
Type	Document Template	Document/Link	
(School Plan) Additional Supporting Documents	N/A		
(School Plan CFA) School-wide Budget for SW Schools [Upload up to 1 document(s)]	N/A	 Brewster Title Budget	