

Brentwood Borough SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		103021453
Address 1		
3601 Brownsville Rd		
Address 2		
City	State	Zip Code
Pittsburgh	PA	15227
Chief School Administrator		Chief School Administrator Email
Dr Amy M Burch		Amy.Burch@bb-sd.com
Single Point of Contact Name		
Stephanie DeLuca		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Amy Burch	Administrator	District	amy.burch@bb-sd.com
Robert Kircher	Board Member	District	robert.kircher@bb-sd.com
Antonia Focer-Brown	Board Member	District	antonia.brown@bb-sd.com
Stephanie DeLuca	Administrator	District	stephanie.deluca@bb-sd.com
Jason Olexa	Administrator	High School	jason.olexa@bb-sd.com
Dave Radcliffe	Administrator	Middle School	david.radcliffe@bb-sd.com
Ali Rendulic	Administrator	District	alexandra.rendulic@bb-sd.com
Bonnie Betler	Administrator	Moore School	bonnie.betler@bb-sd.com
Jenn Zunic	Administrator	Elroy School	jennifer.zunic@bb-sd.com
Tamika Jones	Parent	Elroy School	
Melissa Handlovich	Parent	District	
Tara Smith	Parent	Elementary	
Timothy McCune	Community Member	District	
Katy Phillips	Staff Member	High School	
Jen Ditoro	Staff Member	High School	
Ben Miller	Staff Member	High/Middle School	
Michael Spanos	Staff Member	High School	
Diana Kleinhampl	Staff Member	Middle School	
Kristin Cramer	Staff Member	High School	
Rebecca Hagerty	Staff Member	Elementary	
Chris Weaver	Staff Member	High School	
Jamie Dobson	Staff Member	Elementary	
Marcia Schweitzer	Staff Member	High/Middle School	
Max Brown	Student	High School	
Fawn Brendell	Student	High School	
Shannon Sciulli	Staff Member	Elementary	
Delaney Rosing	Student	High School	

LEA Profile

The Brentwood Borough School District is located within Allegheny County and covers a 1.4 square mile area. Brentwood is a walking district and accommodates students in kindergarten through twelfth grades. The District offers a full-day kindergarten and houses elementary students in both Moore and Elroy elementary schools. Middle and High School students attend the Brentwood Middle/High School.

The school district was founded in 1915 with classes held in the building that is now known as Moore Elementary School. Elroy School was erected and officially opened its doors in the fall of 1921. In 1925 both Moore and Elroy buildings were enlarged with additional renovations completed in 1997 and 2020. The District is currently undergoing a construction project combining the two elementary buildings into one K-5 Elementary School scheduled to open in the 2026-2027 school year.

The Brentwood High School building was built in 1932, with renovations in 1940, 1959, 1972 (which included construction of the current Activity Building), and 2001 (which included construction of the High School Annex building).

Brentwood has always been a walking district and has an average student enrollment of 1,150 students/year.

Mission and Vision

Mission

It is the mission of the Brentwood Borough School District to develop in all students the skills to think critically by reasoning, creating, connecting, and transforming in order to meet the challenges of the 21st century and achieve to their fullest potential as ethical citizens.

Vision

It is the vision of the Brentwood Borough School District for all students to graduate prepared to meet the challenges of a complex society through lifelong learning skills that will allow them to be successful in college, career, and their individual life goals.

Educational Values

Students

It is the responsibility of the students to come to school prepared to learn, take ownership and accountability for their learning and take advantage of the resources the school provides in the process to help them grow as individuals.

Staff

It is the responsibility of the staff to come to school prepared to help facilitate student learning by providing appropriate opportunities, developing strong professional relationships with students and holding students accountable for their own learning and actions.

Administration

It is the responsibility of the administration to support the staff and students in the learning process by providing appropriate time and resources dedicated to growing students as learners and individuals.

Parents

It is the parents' responsibility to support student learning and growth through communication and partnership with the school, upholding consistent high quality expectations in all areas of student life.

Community

The community can support the school with opportunities for real-world learning and providing the conditions for students to be successful members of society beyond the walls of the classroom.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
In the HS, 59.3% of students were proficient or advanced in ELA, above the state average.	
At the HS, Biology met the growth standard.	
At the HS, English Language Proficiency met the target.	
At the MS, 60.7% of students were proficient or advanced in ELA - above the state average.	
At the MS, 63.9% of students were proficient or advanced in science - above the state average.	
At the MS, all subject areas met or exceeded the growth expectation.	
At Elroy, 72.3% of students were proficient or advanced in science - above the statewide target.	
At Elroy, ELA met the growth expectation.	
At Moore, ELA proficient or advanced was 54.7% which exceeded the state average but did not meet expectation.	
At Moore, math proficiency was 56.8% which exceeded the state average and met the interim target.	
At Moore, science proficiency was 89.7% which exceeded the state average and target.	
At Moore, attendance met all targets at 95.7%.	

Challenges

Indicator	Comments/Notable Observations
At the HS, 24.9 % of students were proficient or advanced, below the state average in math..	
At the HS, in the 23-24 school 49.3% of students were proficient or advanced in Biology, below the state average.	
At the Elroy, MS and HS, attendance did not meet the performance expectation.	
At the MS, 34.6% of students were proficient or advanced in math, below the state average.	
At the HS, math and ELA did not meet the statewide growth expectation.	
At Elroy, math and science did not meet the growth expectation.	
At Elroy, 43.1% of students were proficient or advanced in ELA - below the statewide average.	
At Elroy, 37.1% of students were proficient or advanced, below the statewide average.	
At Moore, ELA, Math, and Science did not meet the growth targets.	

Review of Grade Level(s) and Individual Student Group(s)

Strengths

<p>Indicator 76% of 9th grade students taking biology 24-25 scored proficient or advanced with 30% scoring advanced. This is higher than the state average most years.</p> <p>Grade Level(s) and/or Student Group(s) Grade 9 Biology students 24-25 school year</p>	<p>Comments/Notable Observations</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator In the 23-24 school year at Elroy, English Language proficiency did not meet the target, but did exceed the state average.</p> <p>Grade Level(s) and/or Student Group(s) Elementary English Learners.</p>	<p>Comments/Notable Observations At Moore, there was an insufficient sample to assess. This program has been combined to one location to maximize instructional effectiveness.</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>
<p>Indicator Grade Level(s) and/or Student Group(s)</p>	<p>Comments/Notable Observations</p>

Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Growth scores for ELA met the benchmark at Elroy and the Middle School.
Growth scores for Math met the benchmark at the Middle School.
Attendance at Moore Elementary meets the statewide goal and exceeds the other schools by 10%.
Career Readiness standards are meeting or exceeding the benchmark at elementary and middle schools. Industry based learning and rigorous courses of study are strong at the HS. The HS graduation rate is meeting the state benchmark.
English Language Proficiency is meeting the state benchmark.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

ELA achievement is not meeting the state benchmark.
Math achievement is not meeting the state benchmark.
Growth scores in mathematics are not meeting the benchmark in elementary or high schools.
Attendance is not meeting the state benchmark Elroy, MS, or HS.
Growth scores in ELA are only meeting benchmarks in MS and Elroy Elementary.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
In Grades 3-5, 87% of students projected to be proficient on the NWEA MAP Assessment met their growth goal.	Many students are demonstrating growth on NWEA MAP assessments.
In Grades 3-5, 58% of students projected to be not proficient on the NWEA MAP Assessment exceeded their growth goal.	Many students are demonstrating growth on NWEA MAP assessments.
In elementary school, the number of students projected to be proficient on state exams from NWEA MAP assessment is more equal in ELA than in math.	Despite growing significantly every year, student achievement levels are still lower than they should be, not consistently across subcategories.
In grades 6-8, 78% of students projected to be proficient from the NWEA MAP assessment met their growth goal over the course of the year.	Many students are demonstrating growth on NWEA MAP assessments.
In grades 6-8, 55% of students not expected to be proficient from NWEA MAP Assessments exceeded their growth goal over the course of the year.	Many students are demonstrating growth on NWEA MAP assessments.
In grades 9-12, 55% of students projected to be proficient met their growth goal over the course of the year.	Some students are demonstrating growth on NWEA MAP assessments.

English Language Arts Summary

Strengths

In the middle school, all three reporting categories are very similar in strength - vocabulary acquisition and use was strongest in grade 7, rising above the rest of the reporting categories for this grade band.

Challenges

At Elroy and Moore Elementary, reading informational text was lowest across grades 3-5.

Mathematics

Data	Comments/Notable Observations
Using NWEA MAPS, fewer students are projected to be proficient on state test scores than projected to be not proficient.	One challenge is to ensure students testing at the beginning of the year are taking the assessment seriously to ensure an accurate depiction of areas of strengths and weaknesses to be used in instructional planning.

In grades 3-5, 87 % of students projected to be proficient met their growth goal over the course of the year.	Many students are demonstrating growth on NWEA MAP assessments.
In grades 3-5, 78% of students who were not projected to be proficient exceeded their growth goal over the course of the year.	The student scores in each of the reporting categories were very close to one another.
In grades 6-8, 92 % of students projected to be proficient met their growth goal over the course of the year.	The student scores in each of the reporting categories were very close to one another. With statistics and probability showing some area of weakness in grade 8.
In grades 6-8, 69% of students projected to be proficient exceeded their growth goal over the course of the year.	The student scores in each of the reporting categories were very close to one another. With statistics and probability showing some area of weakness in grade 8.
In grade 9, Algebra 1 - computation and estimation with real numbers is the lowest scoring reporting category.	Skills are inconsistent across grade levels.
In grade 9, Algebra 1 only 35 % of students are meeting their growth projection.	Students who historically underperform in math are not meeting growth projections in Algebra in HS.

Mathematics Summary

Strengths

In elementary school, measurement and data and geometry appear to be strengths in reporting categories.

Challenges

Student scores in all reporting categories in grades 6-8 are very similar. We believe this indicates a weakness in foundational skills.

Cohorts of students are difficult to compare from year to year, as student transiency over time impacts overall achievement scores. This change in population may be contributing to the weakness in foundational skills attributed above.

Statistics and probability in the middle school and data analysis in the HS are areas for growth.

In elementary school, numbers and operations and algebraic concepts appear to be weaknesses. We believe this indicates a weakness in foundational skills.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
In Biology classes, life science was the strongest reporting category in NWEA MAP.	This is logical, as this is the core content of this class.

Biology keystones reported more students with advanced scores than in previous years.

We continue to prepare for new standards and new aligned assessments.

Science, Technology, and Engineering Education Summary

Strengths

Seventh grade science had a significant jump in scores across all three reporting categories (life, physical, earth and space science).

Challenges

By aligning instruction to the PA STEELS, we will be able to prepare to continue meeting instructional needs in biology as shifts happen.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Students have the opportunity to explore multiple career pathways with exposure to many fields.	
Graduation percentage at the HS is 95.3 %.	
Work-based learning experience at the HS is 97.7% far exceeding the state average.	
Career standards is not meeting benchmark at the HS at 67.5%.	
Career standards at Elementary and Middle School is 100%.	
Our percentage for rigorous courses of study at the HS is 58.1% exceeding the state average.	

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
18.9% Percent of students participated in an approved CTE program in 24-25	
68 students attend Steel Center CTE in the 25-26 school year.	

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

False We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Partnering Institution

Carlow University

Agreement Type

Dual Credit

Program/Course Area

HS - Variety of Courses

Uploaded Files

Brentwood_HS_CHS_MOU_Agreement_FA_2023.docx (1).pdf

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

The Steel Center CTE program is an excellent pathway and utilized by many of our students to focus their studies in areas of career interest.

The students who participate in Steel Center score exceptionally well on the NOCTI exams.

Work-based learning experience at the HS is 97.7% far exceeding the state average.
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Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Because our CTE program is in partnership with another institution, it does provide limited scheduling opportunities for those students when they are in the HS building.

With such a small district, there are challenges associated with trying to meet student interests and needs in courses, while also upholding
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the Chapter 4 requirements and graduation requirements for all students.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
In the fall 2025 reporting data, 55.84% of High School students are considered free or reduced lunch.	
In the fall 2025 reporting data, 65.02% of Middle School students are considered free or reduced lunch.	
Historically, about 50 % of our graduates attend a 2 or 4 year institution after graduation and about 50% enter the workforce.	
In the fall 2025 reporting data, 54.96% of Moore Elementary School students are considered free or reduced lunch.	
In the fall of 2025 reporting data 67.98% of Elroy Elementary school students are considered free or reduced lunch.	

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Relative to their peers, our economically disadvantaged students in the middle school do not perform significantly worse in science than the whole group.
Historically, about 50 % of our graduates attend 4-year institution after graduation and about 50% enter the workforce, continue in CTE programs, or attend a 2-year institution.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Relative to their peers, there is a more significant achievement gap between the whole group and economically disadvantaged students in English Language Arts.
Many of our economically disadvantaged students experience higher rates of transiency which can lead to curriculum gaps and loss in learning along the way.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	PD plans pull together the area of special education supports and professional learning for all staff.
Title 1 Program	Our emphasis on family engagement and partnership pairs nicely with some of the family engagement initiatives associated with the Title I program at Moore and Elroy elementary schools.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	Our identified goals of considering how we can organize the course selection guide into pathways that better match student interests and create opportunities to connect kids back to the school building relate to the work of the career pathways and artifacts in the District 339 plan. Additionally, continuing to emphasize the importance of Social Emotional Skills through our goal of creating a sense of belonging for students in the district connects to counseling goals towards social emotional well-being.
Technology Plan	N/A
English Language Development Programs	As we continue to increase our English Learner population, it's critical that we continue to help these students and families feel a sense of belonging in the school district. This comes in our School Culture and Climate goals.

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Our emphasis through the comprehensive plan on actively engaging with families pairs well with the family engagement opportunities at the elementary schools with the Schoolwide Title 1 programs.

Our 339 plan connects robust career exploration with goals centered around educating the whole child and the PASS assessments we use to get a well-rounded picture of our students.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Our growing EL population is a huge asset to our community, however, keeping professional staff up to date on the best ways to serve those learners is a continual exercise in growth for our school district and staff members.

Time to dedicate to the continued professional learning mandates both through the special education plan and the professional learning plan poses a challenge and takes away from other meaningful learning opportunities our staff could be dedicating time to collaboratively.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Emerging
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Emerging
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Emerging

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

The District is excellent at recruiting and retaining high quality staff members.
The District has made improvements in the Professional Development plan centering around addressing specific teacher needs and fostering a culture of thinking for educators.
The District has curricular programs aligned to the Pennsylvania state standards.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

The District needs to continue to strive for consistency with curricular needs and high expectations.
The District needs to continue examine two-way communication with all stakeholders including families and community members.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Growth scores for ELA met the benchmark at Elroy and the Middle School.	False
Growth scores for Math met the benchmark at the Middle School.	False
Attendance at Moore Elementary meets the statewide goal and exceeds the other schools by 10%.	False
Career Readiness standards are meeting or exceeding the benchmark at elementary and middle schools. Industry based learning and rigorous courses of study are strong at the HS. The HS graduation rate is meeting the state benchmark.	False
English Language Proficiency is meeting the state benchmark.	False
In the middle school, all three reporting categories are very similar in strength - vocabulary acquisition and use was strongest in grade 7, rising above the rest of the reporting categories for this grade band.	True
In elementary school, measurement and data and geometry appear to be strengths in reporting categories.	False
Seventh grade science had a significant jump in scores across all three reporting categories (life, physical, earth and space science).	False
Our emphasis through the comprehensive plan on actively engaging with families pairs well with the family engagement opportunities at the elementary schools with the Schoolwide Title 1 programs.	True
Our 339 plan connects robust career exploration with goals centered around educating the whole child and the PASS assessments we use to get a well-rounded picture of our students.	False
The District is excellent at recruiting and retaining high quality staff members.	False
The District has made improvements in the Professional Development plan centering around addressing specific teacher needs and fostering a culture of thinking for educators.	False
The Steel Center CTE program is an excellent pathway and utilized by many of our students to focus their studies in areas of career interest.	False
The students who participate in Steel Center score exceptionally well on the NOCTI exams.	False
Work-based learning experience at the HS is 97.7% far exceeding the state average.	False
The District has curricular programs aligned to the Pennsylvania state standards.	False
Relative to their peers, our economically disadvantaged students in the middle school do not perform significantly worse in science than the whole group.	False

Historically, about 50 % of our graduates attend 4-year institution after graduation and about 50% enter the workforce, continue in CTE programs, or attend a 2-year institution.	False
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Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
ELA achievement is not meeting the state benchmark.	True
Math achievement is not meeting the state benchmark.	True
Growth scores in mathematics are not meeting the benchmark in elementary or high schools.	True
Attendance is not meeting the state benchmark Elroy, MS, or HS.	True
Growth scores in ELA are only meeting benchmarks in MS and Elroy Elementary.	False
At Elroy and Moore Elementary, reading informational text was lowest across grades 3-5.	False
Student scores in all reporting categories in grades 6-8 are very similar. We believe this indicates a weakness in foundational skills.	True
Cohorts of students are difficult to compare from year to year, as student transiency over time impacts overall achievement scores. This change in population may be contributing to the weakness in foundational skills attributed above.	True
Statistics and probability in the middle school and data analysis in the HS are areas for growth.	False
In elementary school, numbers and operations and algebraic concepts appear to be weaknesses. We believe this indicates a weakness in foundational skills.	False
Our growing EL population is a huge asset to our community, however, keeping professional staff up to date on the best ways to serve those learners is a continual exercise in growth for our school district and staff members.	False
Time to dedicate to the continued professional learning mandates both through the special education plan and the professional learning plan poses a challenge and takes away from other meaningful learning opportunities our staff could be dedicating time to collaboratively.	False
By aligning instruction to the PA STEELS, we will be able to prepare to continue meeting instructional needs in biology as shifts happen.	False
Because our CTE program is in partnership with another institution, it does provide limited scheduling opportunities for those students when they are in the HS building.	False
The District needs to continue to strive for consistency with curricular needs and high expectations.	False
The District needs to continue examine two-way communication with all stakeholders including families and	False

community members.	
With such a small district, there are challenges associated with trying to meet student interests and needs in courses, while also upholding the Chapter 4 requirements and graduation requirements for all students.	False
Relative to their peers, there is a more significant achievement gap between the whole group and economically disadvantaged students in English Language Arts.	False
Many of our economically disadvantaged students experience higher rates of transiency which can lead to curriculum gaps and loss in learning along the way.	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Student scores in all reporting categories in grades 6-8 are very similar. We believe this indicates a weakness in foundational skills.		False
Cohorts of students are difficult to compare from year to year, as student transiency over time impacts overall achievement scores. This change in population may be contributing to the weakness in foundational skills attributed above.		True
Many of our economically disadvantaged students experience higher rates of transiency which can lead to curriculum gaps and loss in learning along the way.		True
ELA achievement is not meeting the state benchmark.		True
Math achievement is not meeting the state benchmark.		True
Growth scores in mathematics are not meeting the benchmark in elementary or high schools.		False
Attendance is not meeting the state benchmark Elroy, MS, or HS.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
In the middle school, all three reporting categories are very similar in strength - vocabulary acquisition and use was strongest in grade 7, rising above the rest of the reporting categories for this grade band.	
Our emphasis through the comprehensive plan on actively engaging with families pairs well with the family engagement opportunities at the elementary schools with the Schoolwide Title 1 programs.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Increasing student, family, and community engagement in the schools may help reduce transiency and attendance concerns.
	increasing student sense of belonging and in schools may help reduce transiency and attendance concerns.
	Addressing foundational skill gaps may improve ELA achievement and growth scores.
	Addressing foundational skill gaps may improve Math achievement and growth scores.

Goal Setting

Priority: Increasing student, family, and community engagement in the schools may help reduce transiency and attendance concerns.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures.		
Measurable Goal Nickname (35 Character Max)		
Family Voice and Influence		
Target Year 1	Target Year 2	Target Year 3
Representation from diverse families. Listening sessions established. Baseline voice data collected.	Higher participation from underrepresented groups. Family input reflected in school actions	By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures with a 90 % welcome rating district-wide and visible inclusive culture in every school.		
Measurable Goal Nickname (35 Character Max)		
Welcoming and Inclusive Culture		
Target Year 1	Target Year 2	Target Year 3
Baseline welcome ratings. Standards for "being welcoming" adopted across all buildings.	Improvement by half from baseline to 90% welcome rating district wide. Increased participation in events from diverse families.	By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures with a 90 % welcome rating district-wide and visible inclusive culture in every school.

Outcome Category		
Parent and family engagement		
Measurable Goal Statement (Smart Goal)		
Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary:		

By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.		
Measurable Goal Nickname (35 Character Max)		
Family Learning and Community Partnerships		
Target Year 1	Target Year 2	Target Year 3
Elementary: Baseline family confidence data. Attendance increases at learning events. Secondary: baseline partnership map completed.	Elementary: baseline number of families feeling supported will be increased by half up to goal. Increased use of learning resources by families. Secondary: Increase partnership activity by half of target, with more students reported in real-world learning experiences.	Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary: By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.

Priority: Addressing foundational skill gaps may improve ELA achievement and growth scores.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By 2029, students in grades K–2 will demonstrate improved foundational literacy skills through consistent, high-quality instruction in phonological awareness, phonics, phonemic awareness and early reading, resulting in stronger early literacy outcomes and improved growth trajectories.		
Measurable Goal Nickname (35 Character Max)		
Foundational Reading Skills		
Target Year 1	Target Year 2	Target Year 3
Consistent instructional routines observed	Improved student accuracy Reduced classroom variability	By 2029, students in grades K–2 will demonstrate improved foundational literacy skills through consistent, high-quality instruction in phonological awareness, phonics, phonemic awareness and early reading, resulting in stronger early literacy outcomes and improved growth trajectories.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By 2029, the district will ensure consistent instructional emphasis across priority ELA sub-standards, resulting in reduced variability in student performance and stronger coherence across grade levels.		
Measurable Goal Nickname (35 Character Max)		
Consistency across ELA		

Target Year 1	Target Year 2	Target Year 3
Priority sub-standards clearly identified Emerging instructional consistency	Reduced performance variability Consistent emphasis on skills	By 2029, the district will ensure consistent instructional emphasis across priority ELA sub-standards, resulting in reduced variability in student performance and stronger coherence across grade levels.

Priority: Addressing foundational skill gaps may improve Math achievement and growth scores.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By 2029, mathematics instruction across all grade levels will consistently emphasize conceptual understanding, reasoning, and problem-solving.		
Measurable Goal Nickname (35 Character Max)		
Constructing learning in math		
Target Year 1	Target Year 2	Target Year 3
Reasoning tasks evident in lessons Teacher modeling observed	Student use of multiple strategies Consistent discourse routines	By 2029, mathematics instruction across all grade levels will consistently emphasize conceptual understanding, reasoning, and problem-solving.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By 2029, the percentage of students meeting or exceeding projected growth targets in foundational skills and procedural fluency, as measured by NWEA MAP Mathematics, will increase annually.		
Measurable Goal Nickname (35 Character Max)		
Foundational Skills in Math		
Target Year 1	Target Year 2	Target Year 3
Fluency routines observed Baseline MAP targets set	More students meeting growth targets Improved accuracy	By 2029, the percentage of students meeting or exceeding projected growth targets in foundational skills and procedural fluency, as measured by NWEA MAP Mathematics, will increase annually.

Outcome Category		
Mathematics		

Measurable Goal Statement (Smart Goal)		
By 2029, educators will demonstrate shared understanding and consistent application of district mathematics instructional priority: data literacy through aligned professional learning.		
Measurable Goal Nickname (35 Character Max)		
Data Literacy		
Target Year 1	Target Year 2	Target Year 3
Emerging understanding of data literacy with teachers.	Reduced variability Data-informed adjustments	By 2029, educators will demonstrate shared understanding and consistent application of district mathematics instructional priority: data literacy through aligned professional learning.

Priority: increasing student sense of belonging and in schools may help reduce transiency and attendance concerns.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
By June 2029, 90% of classrooms will show evidence of inclusive participation using a "Belonging Look Fors" tool.		
Measurable Goal Nickname (35 Character Max)		
Sense of Belonging - Inclusive Classroom Culture		
Target Year 1	Target Year 2	Target Year 3
Baseline number of classrooms showing emerging inclusive practices. Each classroom using at least two routines observed through admin. walkthrough cycles.	Increase the number of classrooms showing proficiency by half to target. Teachers consistently use 3+ strategies to create a sense of belonging observed through admin. walkthrough cycles.	By June 2029, 90% of classrooms will show evidence of inclusive participation using a "Belonging Look Fors" tool.

Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Elementary: In June 2029, the recently combined elementary school community will demonstrate a strong sense of belonging through: 95% of students identifying a trusted adult and evidence of a unified school culture across previously separate schools (measured through survey, participation patterns, and belonging indicators).		
Measurable Goal Nickname (35 Character Max)		
Every student & adult connected in a newly merged school community.		
Target Year 1	Target Year 2	Target Year 3
Baseline number of students identify a	Incremental	Elementary: In June 2029, the recently combined elementary school

trusted adult. Stable cross- school friendships observed. Positive cross- grade/social interactions. Unified expectations understood across staff.	increase of students identify a trusted adult.	community will demonstrate a strong sense of belonging through: 95% of students identifying a trusted adult and evidence of a unified school culture across previously separate schools (measured through survey, participation patterns, and belonging indicators).
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Outcome Category		
Social emotional learning		
Measurable Goal Statement (Smart Goal)		
Secondary: By June 2029, 100% of secondary students will identify as least one trust adult advocate, measured through connectedness surveys and relationship mapping. Improved attendance.		
Measurable Goal Nickname (35 Character Max)		
Every Student Known		
Target Year 1	Target Year 2	Target Year 3
Baseline number of students identify a trusted adult. 100% of students are assigned an adult advocate. Monthly students without a champion reviews are happening. Attendance baseline is taken.	Number of students with a trusted adult increased by 50% to target. Evidence of 2 monthly check-ins with students and adults. Decrease in chronic absenteeism and behavior concerns.	Secondary: By June 2029, 100% of secondary students will identify as least one trust adult advocate, measured through connectedness surveys and relationship mapping. Improved attendance.

Action Plan

Measurable Goals

Family Voice and Influence	Welcoming and Inclusive Culture
Family Learning and Community Partnerships	Foundational Reading Skills
Consistency across ELA	Foundational Skills in Math
Data Literacy	Constructing learning in math
Sense of Belonging - Inclusive Classroom Culture	Every student & adult connected in a newly merged school community.
Every Student Known	

Action Plan For: Build a Foundation for Family Voice & Influence

Measurable Goals:
<ul style="list-style-type: none"> By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures.

Action Step		Anticipated Start Date	Anticipated Completion Date
Launch District and School Family Advisory Councils		2026-09-16	2029-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent and Principals	Time/ Meeting Locations	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Launch Quarterly District Listening Sessions		2026-12-16	2029-06-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Superintendent/Central Office	Time/Meeting Locations/Coffee	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Create "You Said, We Did" Feedback Loops		2027-06-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Communications Specialist	Data from Input sessions and actions taken/ access to public communication tools	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Expand multilingual communication supports		2026-12-16	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Education	Communication/Interpretation Services/ Resources	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased representation from diverse families, listening sessions and advisory councils established, baseline family voice data collected.	Administrative Leadership team reporting out of findings monthly as appropriate, recording in notes.

Action Plan For: Deepen & Expand Family Voice & Influence

Measurable Goals:
<ul style="list-style-type: none"> By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures.

Action Step		Anticipated Start Date	Anticipated Completion Date
Co-create school improvement goals with family advisory councils using design thinking with families over time about different school-wide concerns or issues.		2027-09-16	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/Superintendent	Design thinking strategies/training, supplies, time, meeting locations, problems of practice (based on family input)	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Families become invested in solving problems and generating new ideas at school, family input is reflected in school actions. Increased participation from underrepresented groups.	Administrative Leadership team reports out problems of practice and solutions generated by family advisory committees.

Action Plan For: Sustain and Empower Families

Measurable Goals:
<ul style="list-style-type: none"> By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures.

Action Step		Anticipated Start Date	Anticipated Completion Date
Families co-chair Family Advisory Council (FAC)		2028-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/Families	Time/ communication/meeting locations/meeting supplies	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Publish annual Family Voice and Impact Report sharing problems of practice each committee worked on and new solutions generated.		2028-09-16	2029-03-16
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Communications Personnel	Collaboration with committees/ access to communication tools	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Families co-lead events and workshops		2029-01-16	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/ PD Coordinator/ Family co-leads	Supplies and resources depending on event, event space	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of schools demonstrate shared decision making in identified areas. Strong survey ratings from families on "my voice matters in the school".	Family engagement surveys conducted at beginning and end of plan show improvements.

Action Plan For: Build a Foundation for Welcoming and Inclusive Culture

Measurable Goals:
<ul style="list-style-type: none"> By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures with a 90 % welcome rating district-wide and visible inclusive culture in every school.

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop and conduct a "Welcoming Schools" Audit".		2026-09-01	2026-12-21
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum, Instruction and PD Coordinator with Leadership team	Examples from other districts, technology resources.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Create clear welcoming and inclusivity expectations.		2026-09-01	2027-01-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum, Instruction and PD Coordinator with Leadership team	Technology Resources, outside examples from other places.	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning around expectations created for educators, support staff, main office staff, etc.		2027-02-17	2027-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum, Instruction and PD Coordinator with Leadership team	Training Materials	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Create additional multi-lingual welcome materials for families entering the district. Provide guidance on how/when to use materials.		2026-09-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Special Education Director/Enrollment and ESL staff,	Translation services	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Baseline welcome ratings are determined and similar standards of welcoming and inclusivity are adopted across all buildings.	Use expectations to "spot-check" the materials and interactions observed in each building at least monthly. By principals, directors, superintendent.

Action Plan For: Deepen and expand inclusive practices and family-centered experiences

Measurable Goals:
<ul style="list-style-type: none"> By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures with a 90 % welcome rating district-wide and visible inclusive culture in every school.

Action Step		Anticipated Start Date	Anticipated Completion Date
Create/Host culturally responsive school events.		2027-11-17	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership team - with support from teachers and/or families.	Accessing to cultural materials and expertise for designing experience with appropriate knowledge, language and skills.	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Family mentorship program for new families.		2027-09-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Enrollment and/or	Families willing to act in the mentor role Materials to support new	No	Yes

Building Principals	families on "Brentwood" specific experiences		
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Action Step		Anticipated Start Date	Anticipated Completion Date
Update building signage and shared spaces to reflect most current common languages or QR codes that lead to more translation materials.		2028-01-17	2028-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Special Education/Principals	Signage materials	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Number of families who report feeling welcomed increases by half from baseline. Increased participation from diverse families.	Surveys conducted of new families annually at the conclusion of each year: how welcome did you feel, what made you feel welcome, what else would be helpful, etc.

Action Plan For: Sustain and showcase by embedding belonging systems into traditions.

Measurable Goals:
<ul style="list-style-type: none"> By 2029, families will be active contributors to school and district decision through strong, inclusive engagement structures with a 90 % welcome rating district-wide and visible inclusive culture in every school.

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and host an annual showcase that celebrates our district's (or schools) diversity of learning and families. (i.e. multi-cultural night, etc.)		2028-09-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum, Instruction, PD Coordinator	Expertise, family involvement, community organization involvement, teacher involvement, supplies, event supports.	No	Yes

Action Step	Anticipated Start Date	Anticipated Completion Date
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Families help redesign shared spaces/purposes in the district as appropriate (seeking input).		2028-09-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Leadership team	Supplies, groups of families, etc. as needed	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement and evaluate program		2027-09-06	2029-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator/Principals	Evaluation Rubric	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
90% of families give a "welcoming" rating to the district through surveys. Inclusive culture is visible, valued and actively promoted in each school building -	Superintendent, annual use of welcoming schools audit to note improvements. Use of surveys for parent experiences annually.

Action Plan For: Elementary: Build a foundation for Family Learning Partnerships

Measurable Goals:
<ul style="list-style-type: none"> Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary: By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Launch brainstorm/design of family learning workshops with the Family Advisory Committees at the buildings.		2026-09-01	2027-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/Content Leaders/Curriculum Coordinator	Content - specific tools to support students and families at home	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Create groups of families interested in supporting/planning each of the content area events. Host at least one content-specific family learning event.		2027-03-17	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/ Content Leaders/ Curriculum Coordinator	Content - specific tools to support students and families at home, Supplies to host event.	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Create a structure for targeted family-teacher goal setting through conferences with supports for family for at-home learning.		2026-11-01	2026-12-11
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/Teachers	Support supplies or materials, tutorials, guidance, events.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Gather baseline data about family confidence in helping students with at-home learning. Attendance increases at learning events.	Annual Survey

Action Plan For: Deepen and Expand family learning partnerships by strengthening families' ability to support learning.

Measurable Goals:
<ul style="list-style-type: none"> Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary: By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.

Action Step	Anticipated Start Date	Anticipated Completion Date
Expand family learning events to multi-session workshop series that are interactive workshop nights, co-hosted by families to increase attendance.	2027-09-01	2028-06-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/Curriculum Coordinator/ Content Leaders	Supplies for family events, content expertise, families to engage with	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Begin building NWEA MAP guides for families, explaining MAP data and pointing to parent-friendly curriculum guides for family support in Math and ELA (begin building as well).		2027-09-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator/ Content Leaders	content materials and communications tools	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Family confidence data increases half towards goal from baseline data.	Annual survey.

Action Plan For: Sustain and empower families as partners and contributors to student learning

Measurable Goals:
<ul style="list-style-type: none"> Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary: By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Families move beyond co-hosting and begin co-facilitating events with things they do at home to support learning.		2028-09-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/Curriculum Coordinator/Content Leaders	event supplies, curriculum materials, parent expertise, confidence and willingness	No	Yes

Action Step	Anticipated Start	Anticipated
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		Date	Completion Date
Release parent-friendly NWEA MAP and Curriculum Guides for family support in Math and ELA.		2028-09-29	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum, Instruction, PD Coordinator, Content Leaders	technology and expertise to create and release to share publicly.	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Create and integrate Parent Learning Ambassadors with Family mentorship group to support at-home learning more deeply		2029-01-17	2029-06-17
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Curriculum guides, events, supplies, admin support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Parents report 80% confidence ratings on annual surveys. Evidence of family contributions being embedded in the learning culture of the school.	Annual Surveys, Capturing events

Action Plan For: Build a foundation for community partnerships

Measurable Goals:
<ul style="list-style-type: none"> Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary: By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Complete a partnership inventory of the experiences already available to students. Develop a Partnership Playbook - so students and families can best leverage opportunities.		2026-02-11	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Curriculum Coordinator/ HS Principal/ Counselors	Information about all that is currently offered	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Launch a Partnerships Advisory committee to consider how to grow partner experiences, integrate them more seamlessly into departments or courses, and get more staff involved.		2026-09-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	Staff members passionate about growing the opportunities for students	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Expand CHS and Dual Enrollment partnerships to other sites/pathways		2026-10-17	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	Partners, Administrative and Teacher Support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Creation of baseline partnership map/playbook established.	Annual monitoring of playbook for expanded opportunities

Action Plan For: Deepen and expand real-world learning opportunities.

Measurable Goals:
<ul style="list-style-type: none"> Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary: By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.

Action Step		Anticipated Start Date	Anticipated Completion Date
Create MOUs and timelines with newly aligned partnerships.		2027-09-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	Partners and board support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Continue to map how internships, mentoring and credentials fit into existing and new classes with the advisory committee, as new experiences are added.		2027-09-17	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	Partnership playbook/teacher buy-in/principal support	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Host a Partner Expo during the school day for students to see what partnerships are available to them and what might be of interest based on their selected career pathway.		2028-03-17	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
HS Faculty and Advisory Committee	Partners willing to join for Expo	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase in active partnerships. Increased unique student participation in real-world learning experiences.	Tracking student and partner numbers one year over the next.

Action Plan For: Sustain and Scale High-Impact Partnerships

Measurable Goals:
<ul style="list-style-type: none"> Elementary: By 2029, 80% of families will feel confident and supported in partnering with schools to enhance student learning. Secondary: By 2029, the district will expand real-world learning through additional meaningful, sustained community partnerships by 50%.

Action Step	Anticipated Start Date	Anticipated Completion Date
Begin building a Partnership Impact Report where we highlight and document student	2028-09-01	2029-06-29

impact of partnerships.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator/ Communications Specialists	technology resources/ student and partner data	No	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Establish multi-year programmatic agreements with partnerships so they can become something we depend on annually as part of our pathways while considering opportunities for industry credentials or transcript credit where possible.		2028-09-01	2029-06-29
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator/HS Principal	Outside models, MOUs and partnership agreements	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
50% Increase in active partnerships. Documented student impact of partnership and real-world learning.	Annual evaluation

Action Plan For: Provide robust professional learning in selected foundational skills program

Measurable Goals:
<ul style="list-style-type: none"> By 2029, students in grades K–2 will demonstrate improved foundational literacy skills through consistent, high-quality instruction in phonological awareness, phonics, phonemic awareness and early reading, resulting in stronger early literacy outcomes and improved growth trajectories.

Action Step		Anticipated Start Date	Anticipated Completion Date
Evaluate and select foundational reading skills program(s) including the addition of phonemic awareness		2026-09-01	2026-12-06
Lead Person/Position	Material/Resources/Supports	PD Step?	Com Step?

	Needed		
Curriculum Coordinator/ELA Content Leader/Reading Specialists	Foundational skills program samples	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning on current or new foundational skills programs		2027-01-06	2026-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator/ELA Content Leader/Reading Specialists	Support from company	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement and Evaluate program		2027-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	Evaluation Rubric	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased foundational skills proficiency. Reduced number of students needing intervention	Annual/DIBELS/Reading Specialists

Action Plan For: Identify priority standards in ELA (K-12) through grade bands

Measurable Goals:
<ul style="list-style-type: none"> By 2029, the district will ensure consistent instructional emphasis across priority ELA sub-standards, resulting in reduced variability in student performance and stronger coherence across grade levels.

Action Step	Anticipated Start Date	Anticipated Completion Date
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Align curriculum maps and pacing		2026-09-06	2027-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum coordinator/ leaders/ELA teachers	standards, MAP and State testing data	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide professional learning in those instructional targets, with look-fors and expectations defined.		2027-09-06	2028-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum coordinator	Professional learning resources	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement use of any new materials		2028-09-06	2028-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	New materials/resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Stable sub-standard performance within grade bands	NWEA MAP assessment data

Action Plan For: Establish and strengthen math reasoning

Measurable Goals:
<ul style="list-style-type: none"> By 2029, mathematics instruction across all grade levels will consistently emphasize conceptual understanding, reasoning, and problem-solving.

Action Step		Anticipated Start Date	Anticipated Completion Date
Define expectations for reasoning in mathematics		2026-08-31	2026-12-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Math Leaders	PD time with math teachers	No	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Provide PD for all math teachers on high-cognitive demand tasks		2027-01-07	2027-12-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math Leaders/ Curriculum Coordinator	PD materials around high-cognitive demand tasks in math	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement and evaluate shifts in reasoning focus		2028-01-07	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	Walk-through tools with look fors	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Reasoning tasks and discourse through the use of multiple student strategies for problem-solving available district-wide.	Annual evaluation through classroom observation.

Action Plan For: Establish consistent fluency expectations and routines in mathematics.

Measurable Goals:
<ul style="list-style-type: none"> By 2029, the percentage of students meeting or exceeding projected growth targets in foundational skills and procedural fluency, as measured by NWEA MAP Mathematics, will increase annually.

Action Step		Anticipated Start Date	Anticipated Completion Date
Identify priority foundational skills, embed daily fluency routines built with conceptual understanding.		2026-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Math Leaders/ Curriculum Coordinator	Math Fluency resources, Math Core Curriculum resources, supplemental resources for fluency, AIU MSC	Yes	No
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Action Step		Anticipated Start Date	Anticipated Completion Date
Progress monitor use of routines and student growth in fluency with MAP Data. Refine routines as needed.		2027-09-07	2028-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator/ Math Leaders	MAP Data, lesson plans, walk throughs	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Students meeting or exceeding projected growth targets in foundational skills increases annually.	NWEA MAP assessment, 3 times annually.

Action Plan For: Consistent application of data literacy in math classrooms

Measurable Goals:
<ul style="list-style-type: none"> By 2029, educators will demonstrate shared understanding and consistent application of district mathematics instructional priority: data literacy through aligned professional learning.

Action Step		Anticipated Start Date	Anticipated Completion Date
Include data literacy professional learning in PD schedule.		2026-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	PD on data literacy, DataScience4Everyone	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Develop lessons at every level that would embed data literacy.		2027-09-07	2028-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum coordinator/math teachers	Data literacy resources and websites	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Analyze MAP data and student work around data literacy and fluency. Develop look-fors around data literacy.		2028-01-07	2029-01-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Math leaders	look-for tool, NWEA MAP data, student work samples	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Finalize math pathways with data literacy intentionally embedded. All math courses have appropriate data science elements embedded.		2028-09-01	2029-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Coordinator	Support from AIU MSC. Support from outside math organizations, timeline for adjusted schedules.	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Educators demonstrate a shared understanding of data literacy and students begin using concepts of data literacy at all levels.	Visible sustained practices, student work samples, MAP data.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Deepen & Expand Family Voice & Influence	Co-create school improvement goals with family advisory councils using design thinking with families over time about different school-wide concerns or issues.
Build a Foundation for Welcoming and Inclusive Culture	Provide professional learning around expectations created for educators, support staff, main office staff, etc.
Provide robust professional learning in selected foundational skills program	Provide professional learning on current or new foundational skills programs
Identify priority standards in ELA (K-12) through grade bands	Provide professional learning in those instructional targets, with look-fors and expectations defined.
Establish and strengthen math reasoning	Provide PD for all math teachers on high-cognitive demand tasks
Establish consistent fluency expectations and routines in mathematics.	Identify priority foundational skills, embed daily fluency routines built with conceptual understanding.
Consistent application of data literacy in math classrooms	Include data literacy professional learning in PD schedule.

Family Advisory Council - Listening Session

Action Step		
<ul style="list-style-type: none"> Co-create school improvement goals with family advisory councils using design thinking with families over time about different school-wide concerns or issues. 		
Audience		
Families, Administrators, Teachers on Family Advisory Council		
Topics to be Included		
Human-Centered Design experiences that elicit feedback from Brentwood families around needs, engagement, communication, etc.		
Evidence of Learning		
"You said, we heard" documents produced by school district.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent	2026-09-01	2029-01-30

Learning Format

Type of Activities	Frequency
Workshop(s)	One time or annually if successful or need more information

Observation and Practice Framework Met in this Plan
This Step Meets the Requirements of State Required Trainings
Common Ground

Welcoming and Inclusive School Culture workshop

Action Step		
<ul style="list-style-type: none"> Provide professional learning around expectations created for educators, support staff, main office staff, etc. 		
Audience		
Educators, Administrators, front office staff		
Topics to be Included		
Communicating with families in welcoming ways different forms, inviting families to be partners, creating communication lines that are clear and helpful.		
Evidence of Learning		
Welcoming practices applied in different environments (front offices, open house, staff communications)		
Lead Person/Position	Anticipated Start	Anticipated Completion
Coordinator of Curriculum/Principals	2026-09-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	One time for each group
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Other	Checklist, monitored annually
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Foundational Skills Program implementation

Action Step		
<ul style="list-style-type: none"> Provide professional learning on current or new foundational skills programs 		
Audience		
Primary Teachers		
Topics to be Included		
Robust professional learning in an identified foundational skills program (or programs) to ensure strength of implementation. (ex. Foundations)		
Evidence of Learning		
Consistent strong implementation in classrooms.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Coordinator	2026-09-30	2027-06-12

Learning Format

Type of Activities	Frequency
Workshop(s)	Series
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Continuous Professional Learning in Identified ELA skill areas per grade band

Action Step		
<ul style="list-style-type: none"> Provide professional learning in those instructional targets, with look-fors and expectations defined. 		
Audience		
ELA teachers		
Topics to be Included		
standards alignment, instructional strategies in the targeted areas depending on the grade band		
Evidence of Learning		
Strategies implemented in classroom instruction.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Coordinator	2026-09-01	2027-09-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Regular meetings
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Reasoning and High-Cognitive Demand Math Tasks

Action Step		
<ul style="list-style-type: none"> Provide PD for all math teachers on high-cognitive demand tasks 		
Audience		
Math teachers		
Topics to be Included		
Designing math tasks and instructional approaches that include reasoning.		
Evidence of Learning		
Implementation in math classrooms		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Coordinator/Math Content Leaders	2026-09-01	2027-09-30

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Regular sessions introducing the topic and bringing work samples back to investigate.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Professional Learning activities around building fluency and foundational skills in mathematics.

Action Step	
<ul style="list-style-type: none"> Identify priority foundational skills, embed daily fluency routines built with conceptual understanding. 	
Audience	
Math Teachers	
Topics to be Included	

math fluency, automaticity, emphasizing instructional strategies that rely on the development of conceptual understanding over time.		
Evidence of Learning		
Student retention of math foundational skills, use of strategies in classrooms.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Coordinator/Math Content Leaders	2027-09-02	2028-09-30

Learning Format

Type of Activities	Frequency
Workshop(s)	Regular workshops on this development with data check-ins and looking at student learning along the way, sharing strategies over time.
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Data Literacy workshops

Action Step		
<ul style="list-style-type: none"> • Include data literacy professional learning in PD schedule. 		
Audience		
Math Teachers, CS teachers		
Topics to be Included		
Data Literacy - including defining data literacy and considering developmentally appropriate strategies at each grade level.		
Evidence of Learning		
Each grade level uses at least one data literacy instructional strategy/lesson/unit in their math course.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Coordinator/ math content leaders	2027-09-01	2029-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	At least one per grade band/course
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	



Communications Activities

Gather Partners for Family Advisory Councils

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Launch District and School Family Advisory Councils Co-create school improvement goals with family advisory councils using design thinking with families over time about different school-wide concerns or issues. Families help redesign shared spaces/purposes in the district as appropriate (seeking input). 	Families	All things school-family partnerships to help grow activities and partnerships with families.	Communications Consultant/Principals	09/01/2026	06/20/2029

Communications

Type of Communication	Frequency
Email	At least annually
Posting on district website	At least annually

Share invitations for District Listening Sessions

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Launch Quarterly District Listening Sessions 	Families	Family concerns, ideas, input	Communications consultant	11/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Email	Quarterly
Posting on district website	Quarterly
Other	Social Media

Create and Share "You said, We Did" Communications

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Create "You Said, We Did" Feedback Loops 	Families	Ideas from listening sessions/family-advisory councils that were acted on, so families see their influence.	Superintendent/Communications consultant	01/12/2027	06/30/2029

Communications

Type of Communication	Frequency
Brief	bi-annually

Grow multilingual communications supports

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Expand multilingual communication supports Create additional multi-lingual welcome materials for families entering the district. Provide guidance on how/when to use materials. Create/Host culturally responsive school events. Create and host an annual showcase that celebrates our district's (or schools) diversity of learning and families. (i.e. multi-cultural night, etc.) 	Multi-lingual families	Expand the ways in which our multi-lingual families access information, receive communications/information and are invited to not only participate but share and partner with the District.	Special Education Director	09/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Other	All forms of communication/Regularly

Share Co-Created School Improvement Goals

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Launch District and School Family Advisory Councils • Co-create school improvement goals with family advisory councils using design thinking with families over time about different school-wide concerns or issues. • Publish annual Family Voice and Impact Report sharing problems of practice each committee worked on and new solutions generated. 	Families	All areas committees worked on throughout the year.	Communications Consultant	09/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Brief	Annual

Share information about family mentorship program with new families and potential mentor families.

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Family mentorship program for new families. 	New families and potential mentors	Getting to know Brentwood, "Welcome Wagon", how to get involved, cultural involvement, community involvement	Principals	09/01/2027	06/30/2029

Communications

Type of Communication	Frequency
Email	Annually at start of school, as new families join the district

Share and Gather a group of families to grow Family Learning Partnerships

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Launch brainstorm/design of family learning workshops with the Family Advisory Committees at the buildings. • Create groups of families interested in supporting/planning each of the content area events. Host at least one content-specific family learning event. • Create a structure for targeted family-teacher goal setting through conferences with supports for family for at-home learning. • Expand family learning events to multi-session workshop series that are interactive workshop nights, co-hosted by families to increase attendance. • Families move beyond co-hosting and begin co-facilitating events with things they do at home to support learning. 	Families	Gathering involvement about the goals of the group, meeting regularly with the group and continuing to expand to showcase the expertise of many wonderful family partnerships.	Elementary Principals	09/01/2026	06/30/2026

Communications

Type of Communication	Frequency
Email	annually, or as needed to gather participation

Parent Friendly NWEA MAP Curriculum Guides

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
	Families supporting students in ELA and Math	What is NWEA MAP? How to read the targets. How to know what might support your child at home.	Curriculum Coordinator	09/01/2027	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Annual release

Generate communications for partners and families about available student opportunities

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Host a Partner Expo during the school day for students to see what partnerships are available to them and what might be of interest based on their selected career pathway. • Begin building a Partnership Impact Report where we highlight and document student impact of partnerships. • Establish multi-year programmatic agreements with partnerships so they can become something we depend on annually as part of our pathways while considering opportunities for industry credentials or transcript credit where possible. 	Students, Families, Partners	Current partnerships, current participation, impact of partnerships, partner expos and logistical information - information to help students find success both during and after high school.	Counseling/Career Professionals	09/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Annual
Posting on district website	Annual
Email	As needed

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date