

Duval County Public Schools

Brentwood Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	5
Needs Assessment	7
Planning for Improvement	9
Title I Requirements	14
Budget to Support Goals	17

Brentwood Elementary School

3750 SPRINGFIELD BLVD, Jacksonville, FL 32206

<http://www.duvalschools.org/brentwood>

School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	98%

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	D	C	D	F*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE’s school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Brentwood Elementary where students are inspired to learn while embracing an appreciation for visual and performing arts.

Provide the school's vision statement

To maintain a high-quality educational program that develops the whole child by integrating a rigorous curriculum with an enlightening introduction to the arts.

School Leadership Team

Membership

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

Name	Title
Richie, Natalya	Assistant Principal
Benjamin, Shandon	Instructional Coach
Jones, Jacqueline	Principal
Wright, Elton	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The principal services as the instructional leader of the school with additional focused support on literacy. The assistant principal assists in instructional leadership of the school with an additional focus on math and science support. The instructional coaches support the learning of teachers and students with lesson planning, professional development, and student remediation when needed. Our reading interventionist works with small groups of students to remediate and enrich reading skills.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	5	7	4	6	3	3	0	0	0	0	0	0	0	28
One or more suspensions	1	3	6	1	9	9	0	0	0	0	0	0	0	29
Course failure in ELA or Math	22	36	23	44	33	27	0	0	0	0	0	0	0	185
Level 1 on statewide assessment	0	0	0	44	30	24	0	0	0	0	0	0	0	98

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	16	37	18	42	27	26	0	0	0	0	0	0	0	166

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	4	2	4	5	0	0	0	0	0	0	0	0	0	15
Retained Students: Previous Year(s)	11	5	0	5	1	0	0	0	0	0	0	0	0	22

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	8	30	21	15	12	22	0	0	0	0	0	0	0	108
One or more suspensions	0	3	3	2	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	10	10	13	0	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	1	2	0	0	0	0	0	0	0	0	0	3

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	8	30	21	15	12	22	0	0	0	0	0	0	0	108
One or more suspensions	0	3	3	2	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	10	10	13	0	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators			0	0	1	2	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

Assessment & Analysis
 Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Mathematics - This is not a trend.

Which data component showed the greatest decline from prior year?

Mathematics learning gains decreased by 11 percentage points.

Which data component had the biggest gap when compared to the state average?

Reading.

Which data component showed the most improvement? Is this a trend?

Reading lowest 25% gains increased by 20 Percentage points.

Describe the actions or changes that led to the improvement in this area

Focused standards based instruction. After school tutoring.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	29%	50%	56%	31%	49%	55%
ELA Learning Gains	40%	51%	55%	34%	56%	57%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	47%	46%	48%	27%	54%	52%
Math Achievement	41%	61%	62%	50%	62%	61%
Math Learning Gains	41%	59%	59%	63%	63%	61%
Math Lowest 25th Percentile	53%	48%	47%	57%	54%	51%
Science Achievement	21%	55%	55%	39%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5 (8)	7 (30)	4 (21)	6 (15)	3 (12)	3 (22)	28 (108)
One or more suspensions	1 (0)	3 (3)	6 (3)	1 (2)	9 (0)	9 (0)	29 (8)
Course failure in ELA or Math	22 (0)	36 (0)	23 (0)	44 (4)	33 (0)	27 (0)	185 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	44 (10)	30 (10)	24 (13)	98 (33)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	28%	50%	-22%	57%	-29%
	2017	42%	51%	-9%	58%	-16%
Same Grade Comparison		-14%				
Cohort Comparison						
04	2018	26%	49%	-23%	56%	-30%
	2017	21%	52%	-31%	56%	-35%
Same Grade Comparison		5%				
Cohort Comparison		-16%				
05	2018	23%	51%	-28%	55%	-32%
	2017	30%	48%	-18%	53%	-23%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	59%	-25%	62%	-28%
	2017	55%	62%	-7%	62%	-7%
Same Grade Comparison		-21%				
Cohort Comparison						
04	2018	44%	60%	-16%	62%	-18%
	2017	61%	64%	-3%	64%	-3%
Same Grade Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-11%				
05	2018	37%	61%	-24%	61%	-24%
	2017	43%	57%	-14%	57%	-14%
Same Grade Comparison		-6%				
Cohort Comparison		-24%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	20%	56%	-36%	55%	-35%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	8	33		27	50						
BLK	28	39	47	39	42	53	19				
FRL	26	39	47	37	42	53	19				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	36		39	67						
BLK	30	32	29	47	60	52	33				
FRL	29	32	33	49	60	57	31				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

Improving Math Achievement

We will improve student achievement in mathematics if we are able to maintain instructional coaching, math enrichment with the ACALETICS program, and professional development of the content area.

Rationale

History - at the close of the 16-17 school year our 3rd grade math teacher retired, 4th grade math teacher transitioned to middle school, and our 5th grade math teacher relocated out of town. During the 17-18 school year, we began building the capacity of our remaining faculty and new hires. Although, we did not match the previous year's progress, we were able to build a baseline for standards based instruction and pedagogy that targets student achievement.

Intended Outcome

We can improve student achievement in mathematics by 5 percentage points in each subcategory for a total of 20 percentage points towards school grade, if we are able to maintain instructional coaching, enrichment and professional development in math.

Point Person

Shandon Benjamin (benjamins@duvalschools.org)

Action Step

Description

- The Instructional Math Coach will provide professional development that is differentiated to our teachers' learning needs and specific to rigorous standards based lesson planning, differentiated centers, data analysis, reliable field assessments, student work analysis, student feedback protocols, blended learning, instructional strategies and more.
- The Instructional Math Coach will common plan with teachers twice a week.
- The Instructional Math Coach will provide classroom support of learning for teachers and students daily.
- The Instructional Math Coach will engage and support math teachers in lesson studies of targeted standards.
- The Instructional Math Coach will engage, support, and provide data analysis workshops for the ACALETICS math program.
- The Instructional Math Coach will provide coaching cycles for teachers in need of additional support.
- The Instructional Math Coach will provide additional support and monitoring of tutoring program.
- The Instructional Math Coach will log and debrief all support to school administration.

Person Responsible

Natalya Richie (richien1@duvalschools.org)

Plan to Monitor Effectiveness

Description

The assistant principal will monitor the action steps and coaching responsibilities for improving math achievement. She will be responsible for supervising and evaluating the math coaches effectiveness. The principal will progress monitor both the assistant principal and math coach through daily and weekly debriefs, data checks, as well as observations of the teachers' classroom instruction. The principal will also monitor and supervise the assistant principal's feedback to teachers and the instructional math coach. She will also monitor the implementation of our ACALETICS Math program.

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

Activity #2

Title	Improving Reading Achievement We can continue to move student achievement in literacy, if we have access to Fountas and Pinnell's Leveled Literacy Intervention (LLI) and the Corrective Reading Intervention programs. Both are proven research based literacy programs.
Rationale	History: in the last two years, we've had the opportunity to build our teachers' capacity with reading intervention instruction and strategies. However, we have a large population of dependent readers and high mobility that require on going support in foundational reading skills. There is a need to support our dependent readers with a consistent reading program that is research based and proven to work. Both The Leveled Literacy Intervention and Corrective Reading programs will satisfy this need.
Intended Outcome	If we have the Fountas and Pinnell's Leveled Literacy Intervention (LLI) and Corrective Reading programs, we can move our reading achievement by 3 - 5 percentage points in each subcategory for a total of 10 or more percentage points calculated towards school grade.
Point Person	Jacqueline Jones (jonesj@duvalschools.org)

Action Step

Description	<ul style="list-style-type: none">- The Reading Interventionist and support teacher will be responsible for ensuring all targeted students receive 30-45 minutes of LLI guided instruction or Corrective Reading intervention at least 4-5 times a week.- The Reading interventionist and support teacher will be responsible for ensuring all targeted students receive push in support to translate skills learned during small group guided practice to core class content.- The Reading interventionist and support teacher will common plan with the language arts teachers to share and collaborate about the targeted skills for guided practice.- The Reading Interventionist and support teacher will be responsible for tracking and responding to student progress and achievement data from LLI and Corrective Reading. As well, they will share, debrief, and discuss intervention data with teachers and school administration.
Person Responsible	Elton Wright (wrighte@duvalschools.org)

Plan to Monitor Effectiveness

Description	<ul style="list-style-type: none">- The instructional Reading Coach will be responsible for supporting the reading interventionist and implementation of LLI and Corrective Reading.- The instructional Reading Coach will be responsible for ensuring the data collection of LLI and Corrective Reading is accurate, reliable, and shared collaboratively with teachers during PLCs.- Principal will be the administrator responsible for observing and evaluating the push in model implementation of LLI and Corrective Reading.- Principal will be the administrator responsible for progress monitoring student achievement data and guiding reading coach and interventionist for instructional amendments when necessary.
Person Responsible	Jacqueline Jones (jonesj@duvalschools.org)

Activity #3

Title	Improving Science Achievement If we have a dedicated science interventionist/teacher, we can improve 5th grade science achievement.
Rationale	History: at the end of the 16-17 school year our 5th grade science teacher moved to another county. In the 17-18 school year we did not have enough students to maintain a departmentalized model of instruction. In other words, the newly assigned 5th grade teacher had the responsibility of teaching both math and science. The learning and responsibility was overwhelming.
Intended Outcome	We can improve 5th grade science achievement by 10 percentage points towards school grade, if we have a dedicated science interventionist/teacher.
Point Person	Natalya Richie (richien1@duvalschools.org)

Action Step

Description	<ul style="list-style-type: none">-The dedicated science interventionist/teacher will serve to ensure that all students have rigorous and quality science instruction utilizing the 5E inquiry model and share best practices with cross curricula teachers. Their purpose will be to increase student achievement with science standards and concepts; specifically in but not limited to the following areas:<ul style="list-style-type: none">- The dedicated science interventionist/teacher will provide multi-tiered support and interventions for science standards and content.-The dedicated science interventionist/teacher will participate in regularly scheduled PLCs with follow up meetings to monitor students' progress and teachers' effectiveness with instructional interventions and remedial activities of science standards.-The dedicated science interventionist/teacher will collaborate with reading coach, reading interventionist, and core content area teachers to embed write-to-learn and literacy strategies that help students make cross curricula connections and deepen their learning.-The dedicated science interventionist/teacher will ensure that students have multiple opportunities to apply their knowledge while meeting and mastering the application of science concepts.- The dedicated science interventionist/teacher will include instructional technology for blended learning along with labs and hands on activities.
--------------------	--

Person Responsible	Natalya Richie (richien1@duvalschools.org)
---------------------------	--

Plan to Monitor Effectiveness

Description	Assistant principal will conduct weekly scheduled walk-thrus with non evaluative and evaluative feedback. Assistant principal will also participate in weekly common planning to review student data, plan rigorous and standards aligned science lessons, analyze student work and journals to ensure that the students are acquiring an
--------------------	--

understanding for the concepts within the science standards.

Assistant principal alongside science teacher/interventionist will conduct weekly data chats to inform students of their progress with science benchmarks.

Person Responsible Natalya Richie (richien1@duvalschools.org)

Activity #4

Title Developing Teachers and Instructional Support Staff

Rationale Through a shared school approach, defined by school population, size, and content data needs analysis, hire an additional assistant principal with a primary focus on providing additional coaching support to content area teachers of students who are in a state assessed grade and/or course.

Intended Outcome Supporting and helping to develop highly effective teachers that will invest in increased student achievement in all subject areas and the school improving.

Point Person Jacqueline Jones (jonesj@duvalschools.org)

Action Step

Description

- o Provide additional/supplemental leadership Instructional support focused on increasing student achievement and closing the achievement gap in tested grades;
- o Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
- o Monitor the success of all students in the learning environment; ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance; and support the effective use of benchmarks, learning, and expectations feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process.
- o Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills.

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

Plan to Monitor Effectiveness

Description

- *Frequently following up after each coaching cycle with the teachers and the students.
- *Increased student achievement and student performance
- *Observational data: positive learning culture, standard based instruction

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

The school plan to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission and support the needs of students by the following:

1. Providing all stakeholders a positive customer service experience via face to face interactions, phone interactions, and online.
2. Provide monthly newsletters that engage stakeholders with upcoming events, ways to contact us, assessment data, and attendance data.
3. Stakeholders will also be invited to attend our stakeholder meetings where they can have a voice on the school improvement plan.
4. All faculty and staff will provide consistent and timely responses to stakeholders when a question, comment or concern arises.
5. All families will have an opportunity to assist with the creation of the school parent compact as we collaborate to ensure student success.
6. Families will be informed by administration regarding OFF and HQ status of teachers.
7. School Leadership team will collaborate with community stakeholders to increase partnerships.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The mission of the Brentwood Elementary School Counseling Program is to enable all students to experience educational success by providing guidance in the areas of academic, career, and personal-social development; counseling to help students overcome challenges that interfere with learning; and advocacy for an environment that supports high achievement for all students. Through the school counseling program, students become effective learners and responsible students. Our Mission is to provide a comprehensive developmental counseling program in collaboration with other educators, families and community partners to meet the needs of all students: address barriers to learning, and prepare students to become productive members of society. Though constant professional development, our school counselor ensures that the latest strategies and techniques are being utilized to accommodate the needs of our students. With the help of outside agencies such as Full Service Schools, Big Brothers Big Sisters Programs, and Dignity U Wear, Daniel services and others, we ensure that the needs of all our students are met. Throughout the school year there are group counseling sessions offered through our RTI strategies for all students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

We vertically plan to ensure students have learning experiences that build upon skill development at each grade level. Pre-K students and surrounding communities Headstart programs are invited to take a tour of the school in April. During the tour they spend 45 minutes in a Kindergarten class with a follow up activity. Parents who register for our Grade K program are also invited to our Open House to visit classroom, parents have an opportunity to ask questions, families received welcome information from homeroom teacher.

5th grade transitioning to 6th grade will have an opportunity to visit a neighborhood school for a tour and transitioning information.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school leadership team meets weekly to monitor school-wide implementation of SIP goals and strategies and monitor academic and behavioral data. The leadership team is comprised of the principal, assistant principal, ESE Lead Teacher, reading coach, and guidance counselor. The team meets bi-weekly to progress monitor students needing Tier I, Tier II and Tier III supports. Research based interventions are implemented for a period of four to six weeks. This team has a case management type structure to ensure that students' emotional, social and academic needs are met. The reading coach and math coach supports teachers by providing professional development and supporting teachers improve instruction. Support is provided based on student achievement data, classroom observation data, teacher requests, and administrator referrals.

The administrators are actively involved in weekly teacher common planning. The resource schedule is structured to allow teachers release time to receive job embedded professional growth opportunities. The goal of common planning is to review student work, discuss student data, develop and understanding of standards and curriculum and provide professional development as needed.

Brentwood Elementary School: is a Title 1 school who receives local, state and federal allocations. All entities are integrated throughout the school making a positive impact within various organizations and safety nets. We use Title 1 to (1) purchase technology for the classroom (2) purchase research based supplemental materials (3) provide a full time reading coach (4) provide academic tutoring and (5) field learning experiences for students.

Additional SAI and USIG Funds are allocated to provide resources to support Supplemental Academic Instruction to the identified bottom quartile and low socio-economic subgroups of students in ELA, math, and science. In addition to using resources for academic improvement and critical support personnel positions. All federal and local funds are used to help improve student achievement and socio-emotional growth.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Provide tiered differentiated instruction for all students.
Data Driven lesson planning designed to meet the needs of all students.
Pre intervention strategies for attendance.
Provide extra curricular activieis : safety patrol program, music program, media arts program, and drama program, dance program apart of Cathedral of Arts

Part V: Budget

Total:	\$143,046.25
---------------	---------------------