

Duval County Public Schools

Brentwood Elementary School



2019-20 Schoolwide Improvement Plan

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Brentwood Elementary School

3750 SPRINGFIELD BLVD, Jacksonville, FL 32206

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

Demographics

Principal: Felicia Hardaway

Start Date for this Principal: 7/1/2016

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold) | Black/African American Students Economically Disadvantaged Students Students With Disabilities |
| School Grades History | 2018-19: C (52%) 2017-18: D (39%) 2016-17: C (43%) 2015-16: D (39%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Northeast |
| Regional Executive Director | Dustin Sims |
| Turnaround Option/Cycle | |
| Year | |
| Support Tier | NOT IN DA |
| ESSA Status | N/A |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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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 | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
|------------|---------|---------|---------|---------|
| | C | D | C | D |

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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 | Job Duties and Responsibilities |
|-------------------|---------------------|---------------------------------|
| Richie, Natalya | Assistant Principal | |
| Jones, Jacqueline | Principal | |
| Wright, Elton | Instructional Coach | |
| | Instructional Coach | |

Early Warning Systems

Current Year

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students with two or more early warning indicators:

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

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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Thursday 8/1/2019

Prior Year - 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 | 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 with two or more early warning indicators:

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

Prior Year - 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 | 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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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 | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 42% | 50% | 57% | 29% | 50% | 56% |
| ELA Learning Gains | 56% | 56% | 58% | 40% | 51% | 55% |
| ELA Lowest 25th Percentile | 55% | 50% | 53% | 47% | 46% | 48% |
| Math Achievement | 71% | 62% | 63% | 41% | 61% | 62% |
| Math Learning Gains | 73% | 63% | 62% | 41% | 59% | 59% |
| Math Lowest 25th Percentile | 59% | 52% | 51% | 53% | 48% | 47% |
| Science Achievement | 9% | 48% | 53% | 21% | 55% | 55% |

| EWS Indicators as Input Earlier in the Survey | | | | | | | |
|---|-----------------------------------|--------|--------|--------|--------|--------|---------|
| Indicator | Grade Level (prior year reported) | | | | | | Total |
| | K | 1 | 2 | 3 | 4 | 5 | |
| Number of students enrolled | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) | 0 (0) |
| Attendance below 90 percent | 0 (5) | 0 (7) | 0 (4) | 0 (6) | 0 (3) | 0 (3) | 0 (28) |
| One or more suspensions | 0 (1) | 0 (3) | 0 (6) | 0 (1) | 0 (9) | 0 (9) | 0 (29) |
| Course failure in ELA or Math | 0 (22) | 0 (36) | 0 (23) | 0 (44) | 0 (33) | 0 (27) | 0 (185) |
| Level 1 on statewide assessment | 0 (0) | 0 (0) | 0 (0) | 0 (44) | 0 (30) | 0 (24) | 0 (98) |

Grade Level Data

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

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 48% | 51% | -3% | 58% | -10% |
| | 2018 | 28% | 50% | -22% | 57% | -29% |
| Same Grade Comparison | | 20% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 42% | 52% | -10% | 58% | -16% |
| | 2018 | 26% | 49% | -23% | 56% | -30% |
| Same Grade Comparison | | 16% | | | | |
| Cohort Comparison | | 14% | | | | |
| 05 | 2019 | 29% | 50% | -21% | 56% | -27% |
| | 2018 | 23% | 51% | -28% | 55% | -32% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2019 | 80% | 61% | 19% | 62% | 18% |
| | 2018 | 34% | 59% | -25% | 62% | -28% |
| Same Grade Comparison | | 46% | | | | |
| Cohort Comparison | | | | | | |
| 04 | 2019 | 60% | 64% | -4% | 64% | -4% |
| | 2018 | 44% | 60% | -16% | 62% | -18% |
| Same Grade Comparison | | 16% | | | | |
| Cohort Comparison | | 26% | | | | |
| 05 | 2019 | 60% | 57% | 3% | 60% | 0% |
| | 2018 | 37% | 61% | -24% | 61% | -24% |
| Same Grade Comparison | | 23% | | | | |
| Cohort Comparison | | 16% | | | | |

| SCIENCE | | | | | | |
|-----------------------|-------------|---------------|-----------------|-----------------------------------|--------------|--------------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2019 | 8% | 49% | -41% | 53% | -45% |
| | 2018 | 20% | 56% | -36% | 55% | -35% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |

Subgroup Data

| 2019 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 | 23 | 42 | | 65 | 68 | | | | | | |
| BLK | 40 | 54 | 53 | 70 | 72 | 55 | 5 | | | | |
| FRL | 41 | 56 | 58 | 70 | 74 | 59 | 10 | | | | |

| 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 2015-16 | C & C Accel 2015-16 |
| SWD | 8 | 33 | | 27 | 50 | | | | | | |
| BLK | 28 | 39 | 47 | 39 | 42 | 53 | 19 | | | | |
| FRL | 26 | 39 | 47 | 37 | 42 | 53 | 19 | | | | |

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|------------------------------|-----|
| ESSA Category (TS&I or CS&I) | N/A |

| ESSA Federal Index | |
|---|------|
| OVERALL Federal Index - All Students | 52 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 365 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 100% |

| Subgroup Data | |
|----------------------|--|
|----------------------|--|

| Students With Disabilities | |
|-----------------------------------|--|
|-----------------------------------|--|

| | |
|---|----|
| Federal Index - Students With Disabilities | 50 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |

| English Language Learners | |
|----------------------------------|--|
|----------------------------------|--|

| | |
|--|-----|
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |

| Asian Students | |
|-----------------------|--|
|-----------------------|--|

| | |
|---|-----|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |

| Black/African American Students | |
|--|--|
|--|--|

| | |
|--|----|
| Federal Index - Black/African American Students | 50 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |

| Hispanic Students | |
|--------------------------|--|
|--------------------------|--|

| | |
|--|-----|
| Federal Index - Hispanic Students | |
| Hispanic Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |

| Multiracial Students | |
|-----------------------------|--|
|-----------------------------|--|

| | |
|--|-----|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |

| Multiracial Students | |
|--|-----|
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| White Students | |
| Federal Index - White Students | |
| White Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 53 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Science was our lowest performance area. The teacher who taught 5th grade math and science was new to intermediate grades and the accountability areas. The teacher was placed in this grade level and content area in November. The level of responsibility and time limited success in science; but showed significant achievement in math.

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

Science was our greatest area of decline. The teacher who taught 5th grade math and science was new to intermediate grades and the accountability areas. The teacher was placed in this grade level and content area in November. The level of responsibility and time limited success in science; but showed significant achievement in math.

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

Science had the greatest gap with state and district averages. The teacher who taught 5th grade math and science was new to intermediate grades and the accountability areas. The teacher was placed in this grade level and content area in November. The level of responsibility and time limited success in science; but showed significant achievement in math.

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

Our math and reading cells all showed significant improvement. Our new actions was maintaining both instructional coaches (reading and math) and added instructional interventions and supplements: Corrective reading, LLI, and Acaletics.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Our potential areas of concern are making more significant movement with our lowest performing quartile in both reading and math.

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

1. Science Proficiency.
2. All students should make gains in reading.
3. All students should make gains in math.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

| | |
|--|--|
| #1 | |
| Title | Improving Science Achievement |
| Rationale | We can improve student achievement in math if we are able to use the Acaletics Science Curriculum with coaching support from their specialist. |
| State the measureable outcome the school plans to achieve | We can increase student achievement in Science by 10% if we have Acaletics Science Curriculum and support services towards the school grade. |
| Person responsible for monitoring outcome | Natalya Richie (richien1@duvalschools.org) |
| Evidence-based Strategy | Using Acaletics curriculum and support services students will be able to participate in investigations and inquiry based learning that will expose them to all assessed standards multiple times throughout the school year. |
| Rationale for Evidence-based Strategy | The use of the Acaletics program has shown consistent student achievement scores in both math and science across the state of Florida in both elementary and middle schools. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Focus Calendar of Science Standards with Acaletics scrimmages 2. Monthly scrimmages and Item Analysis review 3. Investigative and Inquiry centers with students. 4. Flip Model Instruction with Science Club 5. |
| Person Responsible | [no one identified] |

| | |
|--|---|
| #2 | |
| Title | Sustaining Math Achievement |
| Rationale | We can sustain 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. Our last 3 years of improvement efforts started at the close of the 16-17 school year when 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, earning a D school grade, we were able to build a baseline for standards based instruction and pedagogy that targeted student achievement and developed teachers for effective instructional practices. In 2018-2019 we were able to meet and exceed our goals with the improvement plan components and the funding received to support the plan. |
| State the measureable outcome the school plans to achieve | We can maintain student achievement in math and grow by 5% points in each grading component for a total of 15% points if we are able to maintain instructional coaching, intervention programs, and professional development of teachers. |
| Person responsible for monitoring outcome | Natalya Richie (richien1@duvalschools.org) |
| Evidence-based Strategy | The instructional 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, student work analysis, student feedback protocols, blended learning, instructional strategies and more. |
| Rationale for Evidence-based Strategy | These are the strategies we used in the 2018-2019 school year that showed significant results in mathematics achievement. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Daily observations, walk-throughs, and feedback 2. Coaching cycles when necessary 3. Common planning protocol 4. Weekly student work analysis protocol 5. Tutoring |
| Person Responsible | Shandon Benjamin (benjamins@duvalschools.org) |

#3

Title Sustaining Reading Achievement

Rationale We can continue to move student achievement in literacy, if we maintain the staffing of a Reading Coach. In the last 3 years, we've had the opportunity to build our teachers' capacity with standards based instruction and reading intervention pedagogy. However, we have a large population of dependent readers and high mobility that require on going support of a Reading Coach.

State the measureable outcome the school plans to achieve We can maintain student achievement in reading and grow by at least 5% in each category for a total of 15% points towards school grade, if we are able to maintain the staffing of a Reading Coach.

Person responsible for monitoring outcome Jacqueline Jones (jonesj@duvalschools.org)

Evidence-based Strategy The instructional 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, student work analysis, student feedback protocols, blended learning, instructional strategies and more.

Rationale for Evidence-based Strategy These are the strategies we used in the 2018-2019 school year that showed significant results in reading achievement.

Action Step

Description

1. Daily observations, walk-throughs, and feedback
2. Coaching cycles when necessary
3. Common planning protocol
4. Weekly student work analysis protocol
5. Corrective Reading and LLI

Person Responsible Elton Wright (wrighte@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

We will continue to monitor our systems and structure of daily school interactions for gaps and challenges that impact teaching and learning.

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 Schoolwide Improvement Plan 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

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|---------------|---------------|---|---------------|
| 1 | III.A. | Areas of Focus: Improving Science Achievement | \$0.00 |
| 2 | III.A. | Areas of Focus: Sustaining Math Achievement | \$0.00 |
| 3 | III.A. | Areas of Focus: Sustaining Reading Achievement | \$0.00 |
| Total: | | | \$0.00 |