



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Brentwood Elementary School

3750 SPRINGFIELD BLVD

Jacksonville, FL 32206

904-630-6630

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

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 81%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 D	2012-13 C	2011-12 C	2010-11 F
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	2	Wayne Green

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Brentwood Elementary School

Principal

Carolyn Laws L

School Advisory Council chair

Shaylan Sinkler

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kimberly Howard-Hughes	Assistant Principal
Mychelle Grover	Reading Coach
Shandon Benjamin-Fox	Math Coach

District-Level Information

District

Duval

Superintendent

Dr. Nikolai P Vitti

Date of school board approval of SIP

1/7/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Shaylan Sinkler- Chairperson/ Parent
 Tonya Deloatch- Vice Chairperson(Parent)
 Fatima Johnson-Community/Business
 Odella Mack- Secretary (Parent)
 Romina Clifton-Betton- Parent
 Mychelle Grover- Teacher
 Katrina Neil-Educational Support

Involvement of the SAC in the development of the SIP

Brentwood believes in involving parents in all aspects of its programs. The School Advisory Council has the responsibility for developing, implementing, and evaluating the various school level plans including the School Improvement Plan. More than 75 percent of the members of the SAC are parents (non-employee) representatives. In addition, all parents are given the opportunity to review this plan and offer their input prior to approval SAC assists in the development of the SIP. They SAC assists in the spending of school improvement plan monies; SAC assists in the development of the

school's budget and assists in the development of safety nets and understand quite clearly their effect on student achievement throughout the year.

Activities of the SAC for the upcoming school year

The SAC will support Brentwood to reach it's academic goals for the 2013-2014 school year.

Projected use of school improvement funds, including the amount allocated to each project

At this time, we've projected all funds to be spent on incentives, supplement materials and professional development to further the goals of higher student achievement.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Carolyn Laws L

Principal

Years as Administrator: 13

Years at Current School: 3

Credentials

Florida State University B.S. Child Development/ Human Services
 University of North Florida
 Masters in Elementary Education
 University of North Florida
 Masters in Educational Leadership

Performance Record

2011- present- Brentwood Elementary
 2010-2011-Martin Luther King Elementary, Principal
 2007- 2010 -Pickett Elementary School, Principal
 2009-2010 523 B
 2008-2009 467 C, made AYP.
 2004-2007- Eugene J. Butler Middle School, Assistant Principal
 2005-2006 earned state grade of "C" from "D"
 2001-2002- S.P. Livingston Elementary School, Teacher
 Instructional Support. Maintain the state grade of "C".

Kimberly Howard		
Asst Principal	Years as Administrator: 4	Years at Current School: 4
Credentials	BA Elem. Ed. Florida Memorial University; MED-Varying Exceptionalities, Nova Southeastern University Schultz Aspiring Leaders Academy	
Performance Record	Brentwood Elementary "C" 2012-2013 Brentwood Elementary- "C" 2011-2012 Brentwood Elementary – “F” 2010-2011 Professional Development Cadre from 2005-2010 Professional Development Trainer, Teacher Induction Program, 2005-2010 Title 1 and Turnaround schools support personnel for 14 schools.	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Mychelle Grover		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	Reading/Literacy	
Credentials	B.S. ,Social Sciences Florida Agricultural and Mechanical University M. Ed Curriculum and Instruction University of Florida Florida Certification K-6	
Performance Record	2008-2012- Biltmore Elementary-math teacher *helped progress school from “F” to “A” 2011-2012-Biltmore Elementary-“A” school- 70% student proficiency on FCAT, 87% of students showed gains, 100% of bottom quartile students showed learning gains. 2010-2011-Biltmore Elementary-“A” school 79% 3rd grade proficiency of FCAT 2009-2010-Biltmore Elementary-“C” school 74% 3rd grade proficiency on FCAT 2008-2009-Biltmore Elementary-“C” school 90% 3rd grade proficiency on FCAT	

Classroom Teachers

# of classroom teachers	24
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receiving effective rating or higher

20, 83%

Highly Qualified Teachers

100%

certified in-field

24, 100%

ESOL endorsed

6, 25%

reading endorsed

0, 0%

with advanced degrees

2, 8%

National Board Certified

1, 4%

first-year teachers

2, 8%

with 1-5 years of experience

10, 42%

with 6-14 years of experience

10, 42%

with 15 or more years of experience

2, 8%

Education Paraprofessionals

of paraprofessionals

3

Highly Qualified

3, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The District handles recruitment and candidate screenings.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mrs. Samantha Hobbs, Professional Development Facilitator (PDF) will assign mentors and conduct weekly meetings with new teachers. Mentors and PDF will conduct observations, shadow and provide feedback. Also, they will assist novice with completion of MINT portfolio.

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

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Data-based problem solving for the implementation and monitoring of the SIP and MTSS structures begins in grade-level Professional Learning Communities. Current classroom data is reviewed to address the effectiveness of the core instruction. Additionally, review of the data allows each teacher to ascertain the Tiered level of each student. A need for additional support is documented on the Professional Learning Communities form which is provided to the School-based Leadership team. Data is reviewed and analyzed and an action plan is put in place for students not academically or behaviorally performing successfully. The Team helps set interventions and targets for individual students needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

- Principal/Assistant Principal (Carolyn Laws/Kimberly Hughes): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing RtI; conducts assessment of RtI skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support RtI implementation; and communicates with parents regarding school-based RtI plans and activities.
- Academic Coaches (Grover): Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk”; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans; and provides support for assessment and implementation monitoring.
- General Education Teachers : Provides information about core instruction; participates in student data collection; delivers Tier 1 instruction/interventions; collaborates with other staff to implement Tier 2 and/or Tier 3 interventions; and integrates Tier 1 materials/instruction with Tier 2/3 activities.
- Special Education Teacher (Leftwich): Participates in student data collection; assists in determination for further assessment; integrates core instructional activities/materials into Tier 2 and/or Tier 3 instruction; and collaborates with general education teachers through such activities as co-teaching, facilitation, and consultation.
- Foundations Team Chair (Endich, Hughes): Provides information about school wide and class wide behavior curriculum and instruction; participates in behavioral data collection; provides professional development principles of Foundations to faculty and staff; and collaborates with staff to implement behavioral interventions.
- Technology Specialist (Tomko): Develops or brokers technology necessary to manage and display

data; provides professional development and technical support to teachers and staff regarding data management and display

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The role of the MTSS team supports the development and implementation of the school improvement plan by critically monitoring at risk students through constant data review. . Data is reviewed and analyzed and an action plan is put in place for students not academically or behaviorally performing successfully.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

.Baseline data: IOWA, Diagnostic Assessment for Reading (DAR), District Curriculum Guide Assessment, Florida Comprehensive Assessment Test (FCAT), SuccessMaker, I-Ready and Behavior Checklist

Midyear: Curriculum Guides Assessments, SuccessMaker, Behavior Checklist, DAR, I-Ready as appropriate

End of Year: FAIR, FCAT, DAR, SuccessMaker, Behavior Checklist,

Ongoing Progress Monitoring:, Curriculum Based,ongoing formative assessments, Pearson Inform, mini-assessments, SuccessMaker

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

In addition to traditional Rtl training during the summer, pre-planning, early dismissal, and faculty meetings, Rtl learning should be job embedded and occur during the following: Professional learning communities, Classroom observations, Collaborative planning, Analysis of student work, Book study, Lesson study, and Action research.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Weekend Program**Minutes added to school year:** 1,080

Brentwood Elementary School uses Saturday School to provide an enriched and accelerated curriculum is by begin to allow for additional instructional time. Students are offered an additional 3 hours for 6 Saturdays.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected pre and post strategy to determine effectiveness.

Who is responsible for monitoring implementation of this strategy?

Teachers and Administration are responsible for monitoring the data to determine effectiveness.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Kimberly Hughes	Assistant Principal
Mychelle Grover	Reading Coach
Jaime Gustason	Teacher
Michelle Casella	Teacher
Barbara Oglesby	Teacher
Samantha Hobbs	Teacher

How the school-based LLT functions

Kimberly Howard, Assistant Principal, provides a common vision for the use of data-based, decision-making and ensures that the school-based team is implementing the RtI process accordingly and Literacy focused.

Leftwich, ESE teacher participates in student data collection, and collaborates with general education teachers, about the appropriate interventions available at the school site in all academic areas. Assists teachers in communicating the type and frequency of instruction and interventions provided to students through parent/teacher/student conferences.

Develops, leads, and evaluates school core content standards/ programs; identifies and analyze intervention approaches.

Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Provides guidance on the K-5 reading plan, facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning.

Major initiatives of the LLT

The major initiative of the Literacy Team this year will be to increase student proficiency in reading as measured by the FCAT to include students achieving a Level 3+ as well as overall learning gains in reading.

Support for text complexity and support for instructional skills to improve reading comprehension.

Additionally, we are going to promote reading through Dolphin Reading Challenge and The Brentwood Book Club

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Brentwood has one Pre-K class to prepare students in acquiring readiness skills and academic and social characteristics. Materials will be available, as well as pamphlets covering a variety of helpful parenting subjects.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	43%	No	52%
American Indian				
Asian				
Black/African American	43%		No	48%
Hispanic	63%		No	66%
White	73%		No	75%
English language learners				
Students with disabilities	22%		No	30%
Economically disadvantaged	43%		No	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	44%	50%
Students scoring at or above Achievement Level 4	17	11%	13%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	94	64%	67%
Students in lowest 25% making learning gains (FCAT 2.0)	24	63%	66%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5		38%	39%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	42%	66%	Yes	48%
American Indian				
Asian				
Black/African American	35%		No	42%
Hispanic	70%		No	73%
White				
English language learners				
Students with disabilities	27%		No	34%
Economically disadvantaged	37%		No	43%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	66%	70%
Students scoring at or above Achievement Level 4	40	27%	29%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	111	76%	83%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		89%	90%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		15%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		10%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	7	2%	0%
Students who are not proficient in reading by third grade	17	5%	2%
Students who receive two or more behavior referrals	20	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	11%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Brentwood will provide parents with strategies to assist their students in school.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parents attendance in school base workshops and trainings.	150	40%	50%

Area 10: Additional Targets

Additional targets for the school

Increase the number of students who feel safe at Brentwood Elementary School.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase th number of students feeling "safe at school" on the SAC accreditation self assessment student survey	55	37%	50%

Goals Summary

- G1.** Increase percentage of writing students scoring at an achievement level 3 from 38% to 39%
- G2.** Increase percentage of students scoring at an achievement level 3 from 43% to 50% on FCAT reading.
- G3.** Brentwood Elementary will increase our mathematics scores from 66% to 74% proficiency level on the 2014 FCAT Mathematics 2.0.
- G4.** Brentwood Elementary will increase our science scores from 21% to 30% proficiency level on the 2014 FCAT Science 2.0.

Goals Detail

G1. Increase percentage of writing students scoring at an achievement level 3 from 38% to 39%

Targets Supported

- Writing

Resources Available to Support the Goal

- School based literacy coach
- District specialist
- Administration

Targeted Barriers to Achieving the Goal

- Writing not taught with fidelity in primary grades

Plan to Monitor Progress Toward the Goal

CGA writing prompts, teacher generated prompts

Person or Persons Responsible

Administration, district specialists

Target Dates or Schedule:

ongoing

Evidence of Completion:

Student writing proficiency increase from 38% to at least 39%

G2. Increase percentage of students scoring at an achievement level 3 from 43% to 50% on FCAT reading.

Targets Supported

Resources Available to Support the Goal

- District Support
- Saturday School
- Rtl
- Reading Coach
- Weekly PLCs
- Data Chats
- Success Maker
- Destination Success

Targeted Barriers to Achieving the Goal

- High percentage of novice teachers
- Lack of differentiation

Plan to Monitor Progress Toward the Goal

Monitor novice teacher progress throughout school year

Person or Persons Responsible

School based coach, district specialists, administration, MINT specialist

Target Dates or Schedule:

ongoing

Evidence of Completion:

CAST evaluation, lesson plans, classroom walkthroughs, classroom observations

G3. Brentwood Elementary will increase our mathematics scores from 66% to 74% proficiency level on the 2014 FCAT Mathematics 2.0.

Targets Supported

Resources Available to Support the Goal

- I-Ready
- Success Maker
- Reflex Math
- Supplementary Materials
- Saturday School
- After School Tutoring
- Before/After Lab
- Curriculum Guides
- Curriculum Guide Assessments (Quarterly)

Targeted Barriers to Achieving the Goal

- A barrier that could prevent Brentwood Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.
- A barrier that could prevent Brentwood Elementary students from achieving their goal is lack of effective professional development in new programs by District. to be implemented within the classroom.

Plan to Monitor Progress Toward the Goal

The teachers of Brentwood Elementary will perform weekly/bi-weekly progress monitoring assessments gauging the students' academic progress. The Brentwood Leadership team will monitor through progress monitoring probes and Duval County Schools' Assessments(CGA).

Person or Persons Responsible

Content area teachers and Leadership Team

Target Dates or Schedule:

Progress Monitoring weekly/bi-weekly. Leadership Team (CGA) quarterly.

Evidence of Completion:

Teachers and Leadership team will have constructive data of students achieving proficiency with the content area.

G4. Brentwood Elementary will increase our science scores from 21% to 30% proficiency level on the 2014 FCAT Science 2.0.

Targets Supported

- Science - Elementary School

Resources Available to Support the Goal

- District Learning Guides
- Curriculum Based Assessments
- Gizmos
- Supplementary Materials
- Before/After School Tutoring
- District Science Coach
- Monthly District Training (Science Lead)

Targeted Barriers to Achieving the Goal

- A barrier that could prevent Brentwood Elementary from achieving their goal is students entering their assigned grade level nonproficient. The lack of proficiency may be associated with students not having retained previously learned instruction.

Plan to Monitor Progress Toward the Goal

The teachers of Brentwood Elementary will perform weekly/bi-weekly progress monitoring assessments gauging the students' academic progress. The Brentwood Leadership team will monitor through progress monitoring probes and Duval County Schools Curriculum Guide Assessments (CGA).

Person or Persons Responsible

Classroom Teachers and the District Specialist will monitor for fidelity of implementation of the strategy.

Target Dates or Schedule:

Progress Monitoring weekly/bi-weekly. Leadership Team (CGA) quarterly.

Evidence of Completion:

Classroom Teachers and the District Specialist will have constructive data of students achieving proficiency with the content area.

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase percentage of writing students scoring at an achievement level 3 from 38% to 39%

G1.B2 Writing not taught with fidelity in primary grades

G1.B2.S1 Teachers will implement effective, rigorous, data driven lessons during the writing block and the writing skills block.

Action Step 1

Participate in professional development on how to implement the DCPS Instructional Framework Model with fidelity, Pre-Planning professional development session(s), grade level lesson studies, Common Planning Time with school-based coaches, Lesson Studies, etc.

Person or Persons Responsible

Classroom teachers, school based coach, district specialist, administration

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Lesson plans, meeting minutes, anecdotal notes

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Participate in professional development opportunities focusing on teacher areas of difficulty to understand how to effectively implement the DCPS Instructional Framework Model and implement the DCPS Instructional Framework Model in each classroom with fidelity.

Person or Persons Responsible

School based coach, district specialist,

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Common planning time, anecdotal notes, lesson plans, classroom walkthroughs

Plan to Monitor Effectiveness of G1.B2.S1

Lesson plans, classroom walkthroughs, anecdotal notes

Person or Persons Responsible

Teachers, school based coach, district support, administration

Target Dates or Schedule

Weekly, ongoing

Evidence of Completion

Formal/informal observations, walkthroughs

G2. Increase percentage of students scoring at an achievement level 3 from 43% to 50% on FCAT reading.

G2.B2 High percentage of novice teachers

G2.B2.S1 Teachers will participate in weekly PLCs to increase content knowledge

Action Step 1

Teachers will participate in ongoing professional development (i.e. job-embedded coaching cycles with school-based Literacy Coach, peer-to-peer observation, common planning time, book studies) to increase literary content knowledge. Professional development topics may include: the incorporation of Wait Time, Think-Pair-Share and Socratic Seminars; Close Reading and reading text-dependent questions and producing written responses citing evidence from the text; and transitioning from the teacher-led classroom (teacher as facilitator) to lessons driven by students engaged in meaningful, rigorous conversation.

Person or Persons Responsible

School based literacy coach, district specialists, mentor teachers

Target Dates or Schedule

Weekly during PLC/common planning time

Evidence of Completion

Teacher lesson plans, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Participate in professional development opportunities to understand how to implement best teaching practices(i.e. gradual release, higher order questioning, differentiated instruction, etc.) to increase student learning.

Person or Persons Responsible

School based literacy coach, district specialists, mentor teachers, novice teachers.

Target Dates or Schedule

Weekly during PLCs, classroom walkthroughs

Evidence of Completion

Teacher lesson plans, classroom observation forms

Plan to Monitor Effectiveness of G2.B2.S1

Lesson Plans (to include DCPS Instructional Framework Model), Classroom Walk-Throughs, Formal/ Informal Observations, Quarterly Data Chats, Common Planning Time Meeting Minutes, DCPS Coaching Cycle Feedback Forms

Person or Persons Responsible

Administration, school based coach, district specialists

Target Dates or Schedule

Weekly

Evidence of Completion

Curriculum guide assessments, DAR

G2.B7 Lack of differentiation

G2.B7.S1 Literacy teachers will differentiate instruction daily for all students through the implementation of the DCPS Instructional Framework, center rotations, text dependent questioning, constant analysis of data, etc

Action Step 1

Participate in weekly PLCs that focus on effective differentiation in the literacy classroom through gradual release, center rotations, classroom board configurations, text dependent questioning, data analysis, etc.

Person or Persons Responsible

All literacy teachers

Target Dates or Schedule

Weekly

Evidence of Completion

PLC sign in sheet, lesson plans, classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G2.B7.S1

Teachers will participate in Common Planning each week. During this time they will reflect on practices within the classroom

Person or Persons Responsible

School based coach, district specialists, administration

Target Dates or Schedule

weekly, ongoing

Evidence of Completion

Meeting minutes, student work samples, performance tasks, anecdotal notes, teacher surveys

Plan to Monitor Effectiveness of G2.B7.S1

Lesson plans, observations, classroom walkthroughs, meeting minutes, teacher surveys, anecdotal notes

Person or Persons Responsible

Literacy teachers, school based coach, district specialists, administration

Target Dates or Schedule

weekly, ongoing

Evidence of Completion

Student assessments(CGAs, DAR, Iowa), 2014 FCAT 2.0

G3. Brentwood Elementary will increase our mathematics scores from 66% to 74% proficiency level on the 2014 FCAT Mathematics 2.0.

G3.B1 A barrier that could prevent Brentwood Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G3.B1.S1 Researched based mathematics interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency.

Action Step 1

A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments.

Person or Persons Responsible

School-Based Leadership (Monitoring) All content grade level (Implementation)

Target Dates or Schedule

Students requiring a Response to Intervention (RtI) will be seen daily for 20 to 30 minutes to remediate the area of deficiency. This intervention will be imbedded into the core instruction time.

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

Facilitator:

Mathematics Lead

Participants:

All content grade level

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Observations of the researched intervention will be conducted to substantiate the fidelity of implementation of the intervention.

Person or Persons Responsible

Brentwood Leadership team will monitor the effectiveness of the implemented intervention.

Target Dates or Schedule

Every other month and or monthly observations will occur to monitor fidelity of implementation of the Intervention.

Evidence of Completion

Evidence of completion of the strategy will result from the student obtaining the set goal.

Plan to Monitor Effectiveness of G3.B1.S1

The effectiveness of the implemented strategy will be monitored through Progress Monitoring probes and Duval County Schools' Assessments(CGA). Successful implementation of the math intervention will be indicated by graphed data measuring the student's achievement toward the set goal. In the event that measures do not indicate the student is being successful with the intervention, the fidelity of implementation will be reviewed, comparable student achievement analyzed and if necessary the intervention will be changed.

Person or Persons Responsible

Brentwood Leadership team will monitor the effectiveness of the implemented intervention.

Target Dates or Schedule

The strategy implemented will be reviewed after each assessment period for Duval County schools; as well as after each administered probe to monitor the effectiveness of the implemented strategy.

Evidence of Completion

Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level.

G3.B4 A barrier that could prevent Brentwood Elementary students from achieving their goal is lack of effective professional development in new programs by District. to be implemented within the classroom.

G3.B4.S1 A strategy that could be used to eliminate or reduce the targeted barrier of lack of effective professional development in new programs by District to be implemented within the classroom, will be to implement and communicate an explicit purpose for professional development targeting area of deficiency that will be implemented within the classroom.

Action Step 1

Brentwood Leadership Team will indicate that each professional development is align with the needs of the instructional staff. The professional development will begin with a discussion of desired outcomes and learning goals.

Person or Persons Responsible

Brentwood Leadership Team responsible for professional development.

Target Dates or Schedule

Ongoing review of professional development will occur throughout the 2013-2014 school year. Periodic walkthroughs will occur providing teachers with feedback of what was observed and of any item needed to support the regarding implementation of new programs.

Evidence of Completion

Evidence of completion of the identified strategy will be identified with completion of a walkthrough form and the teacher's formal evaluation.

Facilitator:

Brentwood Leadership Team

Participants:

All content area staff members

Plan to Monitor Fidelity of Implementation of G3.B4.S1

A periodic review of teacher fidelity with implementation of new programs will occur with feedback provided to each teacher. Additionally, informal walk-through observations will occur with feedback prior to the teacher's final evaluation.

Person or Persons Responsible

Brentwood Leadership Team

Target Dates or Schedule

Monitoring will occur periodically throughout the 2013-2014 school year of professional development and the implementation of new programs in the classroom.

Evidence of Completion

Weekly professional development will be held during common planning time with the instructional content areas.

Plan to Monitor Effectiveness of G3.B4.S1

The data to be collected will be accounts of teacher implementation of new programs with the classroom, setting and communicating a purpose for learning and learning goals within core instruction. Feedback to each teacher will allow them an opportunity to remedy any deficiency in the implementation of the targeted program..

Person or Persons Responsible

Brentwood Leadership Team

Target Dates or Schedule

Periodic and ongoing progress monitoring will occur throughout the 2013-2014 school year to monitor for the effectiveness of the implemented program.

Evidence of Completion

Evidence of completion will be the positive review and feedback of teacher regarding implementation of new programs through professional development evaluations of each teacher.

G4. Brentwood Elementary will increase our science scores from 21% to 30% proficiency level on the 2014 FCAT Science 2.0.

G4.B3 A barrier that could prevent Brentwood Elementary from achieving their goal is students entering their assigned grade level nonproficient. The lack of proficiency may be associated with students not having retained previously learned instruction.

G4.B3.S3 Research based interventions will be implemented to increase the student's knowledge level to the appropriate grade level.

Action Step 1

The first Duval County Curriculum Guide Baseline Assessment will be administered to measure previously taught science material that should have been retained/taught. As a result of this assessment, teachers will be able to develop lessons to remediate areas of deficiency, providing hands-on learning experiences through Brentwood Science lab (pending). Progress monitoring will determine if a student has relearned and retained information taught and necessary for proficiency at grade level.

Person or Persons Responsible

The classroom teacher will implement the research based intervention to increase the student's knowledge level to the appropriate grade level.

Target Dates or Schedule

The classroom teacher will administer the baseline Curriculum Guide Assessment which will measure standards being assessed on the Science FCAT 2.0 spanning grades 3rd through 5th. by September 6 , 2013 grade level classrooms. .

Evidence of Completion

The classroom teacher will administer the quarterly Curriculum Guide Assessment which will provide information as to the students proficiency level by December 2013

Facilitator:

District Specialist

Participants:

All instructional content areas

Plan to Monitor Fidelity of Implementation of G4.B3.S3

Data collected will be reviewed and analyzed in PLCs and district specialist visits each assessment period to determine whether the strategy has been implemented with fidelity. Additionally, Gizmo reports will be reviewed and analyzed to determine the effectiveness of learning.

Person or Persons Responsible

Classroom Teachers and the District Specialist will monitor for fidelity of implementation of the strategy.

Target Dates or Schedule

Monitoring will occur monthly starting in October 2013 and occurring throughout the 2013-2014 school year.

Evidence of Completion

Evidence of completion will be lesson plans, assessments from Duval County Curriculum Guide Baseline Assessments and FCAT Science reports generated and reviewed.

Plan to Monitor Effectiveness of G4.B3.S3

Data from assessments and Gizmo/Focus-Achieves will be collected with grade level proficiency set by Duval County Schools and the State of Florida. Additional data that will be collected will be from Gizmo/Focus-Achieves(pending) by the classroom teachers for review and debriefing with each student. In the event that progress is not realized from the implementation of the strategy, additional barriers will be explored and if not a factor, reteaching will occur to remediate.

Person or Persons Responsible

Classroom Teachers and the District Specialist will monitor for fidelity of implementation of the strategy.

Target Dates or Schedule

Data collection will be ongoing throughout the 2013-2014 school year with the first debriefing occurring no later than October 30, 2013. Data from Gizmo/Focus-Achieves will be collected and reviewed monthly (pending).

Evidence of Completion

Evidence of completion of the monitoring for effectiveness of this strategy will be completed with the determination of a student's proficiency level at the appropriate grade level.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A, is intended to help ensure that all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards and assessments. Title I, Part A provides for substantive parental involvement at every level of the program, such as in the development and implementation of the State and local plan, and in carrying out the LEA and school improvement provisions. A portion of Title I, Part A funds is also reserved to provide services to homeless students (social workers, a resource teacher, tutoring, and technology). SAI funds are coordinated with Title I, Part A funds to provide extended learning enrichment opportunities for students during the school year and during the summer. SAI funds are also used, in conjunction with Title I, Part A funds, to provide ongoing instructional support for teachers through professional development by highly skilled content area specialists and staff developers. Title I coordinates with district Food Services staff members to monitor poverty rates at schools and determine Title I eligibility. Title I and Food Services also collaborate to implement the Community Eligibility Option in schools with poverty rates of 40% or greater, so that all students receive free breakfast and lunch during the school year and during extended year/summer programs.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. Brentwood Elementary will increase our mathematics scores from 66% to 74% proficiency level on the 2014 FCAT Mathematics 2.0.

G3.B1 A barrier that could prevent Brentwood Elementary students from achieving their goal is students entering a grade level below the appropriate grade level proficiency.

G3.B1.S1 Researched based mathematics interventions will be put in place to increase the student's knowledge level to the appropriate grade level proficiency.

PD Opportunity 1

A researched based math intervention will be implemented with fidelity in the specific area of student's deficit as indicated by data compiled from the student's current and past assessments.

Facilitator

Mathematics Lead

Participants

All content grade level

Target Dates or Schedule

Students requiring a Response to Intervention (RtI) will be seen daily for 20 to 30 minutes to remediate the area of deficiency. This intervention will be imbedded into the core instruction time.

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion being proficiency at the appropriate grade level.

G3.B4 A barrier that could prevent Brentwood Elementary students from achieving their goal is lack of effective professional development in new programs by District. to be implemented within the classroom.

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PD Opportunity 1

Brentwood Leadership Team will indicate that each professional development is align with the needs of the instructional staff. The professional development will begin with a discussion of desired outcomes and learning goals.

Facilitator

Brentwood Leadership Team

Participants

All content area staff members

Target Dates or Schedule

Ongoing review of professional development will occur throughout the 2013-2014 school year. Periodic walkthroughs will occur providing teachers with feedback of what was observed and of any item needed to support the regarding implementation of new programs.

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Evidence of completion of the identified strategy will be identified with completion of a walkthrough form and the teacher's formal evaluation.

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G4.B3.S3 Research based interventions will be implemented to increase the student's knowledge level to the appropriate grade level.

PD Opportunity 1

The first Duval County Curriculum Guide Baseline Assessment will be administered to measure previously taught science material that should have been retained/taught. As a result of this assessment, teachers will be able to develop lessons to remediate areas of deficiency, providing hands-on learning experiences through Brentwood Science lab (pending). Progress monitoring will determine if a student has relearned and retained information taught and necessary for proficiency at grade level.

Facilitator

District Specialist

Participants

All instructional content areas

Target Dates or Schedule

The classroom teacher will administer the baseline Curriculum Guide Assessment which will measure standards being assessed on the Science FCAT 2.0 spanning grades 3rd through 5th. by September 6 , 2013 grade level classrooms. .

Evidence of Completion

The classroom teacher will administer the quarterly Curriculum Guide Assessment which will provide information as to the students proficiency level by December 2013