

Brentwood Elementary School



2014-15 School Improvement Plan

Brentwood Elementary School

3750 SPRINGFIELD BLVD, Jacksonville, FL 32206

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
81%

Alternative/ESE Center
No

Charter School
No

Minority
97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	F

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

SIP Authority and Template

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.

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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 organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To nurture and inspire a passion for learning through the arts in an innovative school that is committed to excellence.

Provide the school's vision statement

Strives to be a high-quality educational program for students in grades Pre-K-5 that develops the whole person through a curriculum that integrates the performing arts and rigorous standards.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

We understand that our students come to us with unique experiences, interests and learning styles. Our goal is to genuinely work with each student and use this knowledge to guide, support and motivate him or her. We believe that a good learning environment requires continual professional development, personal reflection and collaboration. At the beginning of the school year, the faculty participates in a tour of our school neighborhood so that we have a more personable experience and understanding our student's background. We value parent involvement at every level and encourage all parents to partner with us to give each student the most powerful and joyous learning experience possible. With the help of our volunteer liaison, parents and students collaborate with the school to host our "Student of the Month Program, our "Father/Daughter Dance, and our annual "Muffins for Mom and Doughnuts for Dads appreciation Day. Teacher and student relationships are foster through our in house mentoring program. We identify struggling student and pair them with teachers that can provide them extra support and encouragement outside of the classroom.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Brentwood Elementary creates an environment where students feel safe and respected before, during, and after school by promoting universality amongst all student, faculty, and staff. We believe that we all play a role in the academic success of all student and we strive to ensure the respect and safety for all students. All teachers are assigned post to monitor student activity. Our students also partner with us through our Tots and Patrols programs which allow our students to enforce school wide policies. Students are supervised at all times to ensure appropriate safe and healthy behaviors.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Brentwood Elementary School centers our discipline policy on the Duval County Public School Code of Conduct. We establish classroom rituals and routines to provide stability and set expectations for all students. We utilize CHAMPs through our Behavior Management Chart which give our students a concrete tool for monitoring their own behavior. We encourage positive reinforcement via our Brentwood Bucks programs with allows our students to earn money (Brentwood Bucks) based upon positive choices. Once bucks are accumulated the students are allowed to visit Brent Mart and

purchase items. For our students who are still struggling with monitoring their behavior, we have implemented Response to Intervention for Behavior. We utilize interventions suitable for discouraging unwanted behavior via the District approved Positive Behavior Support Initiative website. Our goal here at Brentwood Elementary is to foster an environment that develops the academic, social, and emotional success of all students.

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, responsible citizens, and productive members of a global workforce. Our Mission is to provide a comprehensive developmental counseling program in collaboration with other educators, families and communities 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, we make sure that the needs of all our students are met. Throughout the school year there are constant opportunities for individual as well as group counseling for all students. We here at Brentwood Elementary take pride in the success of all of our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Our early warning system indicators are monitored closely to assist in providing support services for students. Students who have excessive absences are closely monitored. The Guidance Counselor contact parents and/or meet with them when students experience at least 5 absences within a grading period.

Students grades are also monitored closely. Those students who receive a "D" or "F" on their progress reports are targeted immediately for academic support. Our goal is to provide interventions before the students receive failing grades on their report cards.

Students who earned a level 1 in Reading and/or Math are targeted to receive additional support in these areas. These students participate in various interventions to improve their performance including the Extended Reading Hour, Before School Lab, and others.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	4	2	3	2	3	2	16
One or more suspensions	4	14	8	5	3	13	47
Course failure in ELA or Math	1	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	0	10	13	23

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	
Students exhibiting two or more indicators	4	2	3	2	3	2	16

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students were targeted early in the year to receive additional support. Attendance Intervention Meetings were held quarterly to ensure that parents were aware of the attendance policy and the impact that absences had on student achievement. Students who received referrals participated in counseling sessions with the school based counselor and learned various strategies when working with classmates.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/185401>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Our Volunteer Liason works with local businesses, parents and the school in building partnerships. Whether it's donating items to the school or mentoring students, our business partnerships play an important role in our school's success. Mrs. Mikell, our liason, meets with local business owners often. She speaks with them about the value of the relationship formed between the school and the business. She also works with them in developing ideas for supporting the school understanding that many of the decisions made ultimately impacts the schools, the businesses and the community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Thomas, Cassandra	Assistant Principal
Laws, Carolyn	Principal
Benjamin, Shandon	Instructional Coach
Halyard, Tamara	Instructional Coach

Duties

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

- Principal/Assistant Principal (Carolyn Laws/Cassandra Thomas): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities.
- Academic Coaches (Halyard/ Fox): 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, Thomas): 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

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

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.

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.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rumeka Alexander	Parent
Walter Sinkler	Parent
Angela Harris	Business/Community
Carolyn Laws	Principal
Melissa Endich	Teacher
Jamika Canady	Education Support Employee
Sadarius Hicks	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Members of the SAC met to discuss the current state of the school in July. In addition to reflecting on the school's progress from the previous year, the committee reviewed elements of the School Improvement Plan and discuss those things that worked and those that needed to be improved upon. Some of the suggestions included notifying parents of school events via several methods including flyers, the School Messenger, facebook and instagram. Parents also noted a concern regarding the relationships between teachers and students suggesting that the school environment should be an extension of home where students feel welcomed. The suggestions made by the committee were noted and included in this year's School Improvement and Parent Involvement Plans.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for 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.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Laws, Carolyn	Principal
Thomas, Cassandra	Assistant Principal
Halyard, Tamara	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Team this year are listed below:

To increase student proficiency in reading as measured by the Florida State Assessment as well as overall learning gains in reading by providing effective instructional strategies during the Extra Reading Hour.

Provide instruction support for understanding of text complexity, close reading strategies and support for other effective instructional strategies to improve reading comprehension.

Additionally, we are going to promote reading through Dolphin Reading Challenge and provide additional learning opportunities for the proficient readers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participated in an The New Teacher Project (TNTP)/ Gallup survey at the end of last year. Data indicated that teachers favored the Professional Learning Community (PLC)/ collaboration time. Therefore, we are continuing the weekly set time of 90 minutes of PLC/ collaboration time. This will allow

teachers time to review (Curriculum Guides CG's), data, and student work that is aligned with the performance task. Thus, instruction will improve as well as student learning and goals.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The District handles recruitment and candidate screenings. Participate in recruitment fair offered by the District and screen potential candidates. Interview and contact district highly qualified (preferred) teachers in the subject/ grade area of vacancies. View, contact, and interview candidates from open HR.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Brooke Resnick, Professional Development Facilitator (PDF) along with the administration team will assign mentors and conduct weekly meetings with new teachers. Administrators, Mentors and the PDF will conduct observations, shadow and provide feedback. Also, they will assist novice with completion of MINT portfolio.

New teachers to Brentwood will be assigned a buddy teacher to assist with the way of work- Brentwood family.

Welcome to Brentwood Meet and Greet meeting will be held late July to introduce all new teachers and conduct surveys of how they learn and what they need to know. A professional development will be created for the school year based on the needs of teachers. Additionally teachers will attend recommended trainings including but not limited to those for classroom management, Performance Matters, iReady, Achieve 3000, STOIC, Tough Kids and others. They will also attend the Teacher's Academy during the first week of August.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The core instructional programs are utilized daily along with the Language Arts and Florida Standards to plan effectively for all students. Teachers attend planning sessions several times weekly to review the current Item Specifications ensure that the level of classroom instruction aligns with the expectations outlined in the standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers meet with the Leadership team to discuss current data which is reviewed to determine next instructional steps. Based on the data, teachers may receive additional instructional support and guidance through Professional Learning Communities, as well as some additional strategies to support students based on their own needs.

After review of the data, instruction may be adjusted to include new strategies to support students when needed. If that new strategy does not work we will seek another and include the Guidance Counselor and ESE lead teacher for additional support.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the 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 Rationale

Provide students additional instruction in a smaller learning environment.

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy

Laws, Carolyn, lawsc@duvalschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is collected pre and post strategy to determine effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** Increase the number of proficient students in reading from 31% to 50% by providing targeted instruction through center based instruction utilizing Curriculum Guide Assessment, iReady Read data and student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and strategies.
- G2.** Increase the number of proficient students in math from 53% to 65% by providing targeted instruction through center based instruction utilizing Curriculum Guide Assessment, iReady Math data and student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and math strategies.
- G3.** Increase the number of proficient students in science from 10% to 21% by providing targeted instruction through observations and science experimentation instruction utilizing Curriculum Guide Assessment data; Focus lessons, as well as, student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and strategies.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increase the number of proficient students in reading from 31% to 50% by providing targeted instruction through center based instruction utilizing Curriculum Guide Assessment, iReady Read data and student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and strategies. 1a

Targets Supported 1b

G042520

Indicator	Annual Target
	50.0

Resources Available to Support the Goal 2

- School based literacy coach
- District specialist
- Administration

Targeted Barriers to Achieving the Goal 3

- About 50% of the instructional staff are new teachers.
-

Plan to Monitor Progress Toward G1. 8

Provide professional development during the weekly PLC meetings and Early Release. Follow-up with classroom observations to ensure implementation of programs/processes. Create a cycle of learning by tracking student CGA data to ensure that the processes are effective and revise if necessary.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Conduct frequent classroom visits to ensure that the processes are implemented and monitor student growth for effectiveness of the processes. Visits will be tracked using the weekly log noting the observation and feedback sessions with teachers.

G2. Increase the number of proficient students in math from 53% to 65% by providing targeted instruction through center based instruction utilizing Curriculum Guide Assessment, iReady Math data and student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and math strategies. 1a

G042521

Targets Supported 1b

Indicator	Annual Target
	65.0

Resources Available to Support the Goal 2

- District Support
- Saturday School
- Rtl
- Math Coach
- Weekly PLCs
- Data Chats

Targeted Barriers to Achieving the Goal 3

- About 50% of the Instructional staff are new to Brentwood Elementary School.
- Using data effectively to improve classroom instruction and student performance.

Plan to Monitor Progress Toward G2. 8

Monitor new teacher progress throughout school year. Complete the observations in a timely manner to allow time for implementation.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

CAST evaluation, lesson plans, classroom walkthroughs, classroom observations

G3. Increase the number of proficient students in science from 10% to 21% by providing targeted instruction through observations and science experimentation instruction utilizing Curriculum Guide Assessment data; Focus lessons, as well as, student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and strategies. **1a**

G042522

Targets Supported **1b**

Indicator	Annual Target
	21.0

Resources Available to Support the Goal **2**

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

Targeted Barriers to Achieving the Goal **3**

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

Plan to Monitor Progress Toward G3. **8**

The Curriculum Guide Assessment data for Science will be reviewed quarterly with teachers during the data chats.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data from the CGA assessments will be monitored often as well as the teacher grouping of the students based on the current data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Increase the number of proficient students in reading from 31% to 50% by providing targeted instruction through center based instruction utilizing Curriculum Guide Assessment, iReady Read data and student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and strategies. **1**

 G042520

G1.B1 About 50% of the instructional staff are new teachers. **2**

 B103762

G1.B1.S1 Provide rigorous instructional support for all of our teachers based on classroom observations, professional development surveys, and other sources. **4**

 S116770

Strategy Rationale

Action Step 1 **5**

Provide rigorous instructional support for all of our teachers based on classroom observations, professional development surveys, and other sources.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Conduct professional development sessions based on the needs of the teachers.

G2. Increase the number of proficient students in math from 53% to 65% by providing targeted instruction through center based instruction utilizing Curriculum Guide Assessment, iReady Math data and student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and math strategies. 1

G042521

G2.B1 About 50% of the Instructional staff are new to Brentwood Elementary School. 2

B103765

G2.B1.S1 Provide targeted instructional support for new teachers based on classroom observations and professional development surveys. 4

S116815

Strategy Rationale

By providing targeted professional development, we can differentiate the needs of each teacher and utilize available resources more effectively.

Action Step 1 5

Frequent classroom observations providing ongoing feedback to teachers utilizing the Leveraging Leadership Model.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The evidence will be collected and monitored using the classroom observation logs and walk through forms.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Complete frequent classroom observations and provide effective feedback utilizing the Leveraging Leadership Model.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The classroom observation logs and the walk through forms will be used to monitor the strategy and its effectiveness.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Provide rigorous instructional support for all of our teachers based on classroom observations, professional development surveys, and other sources.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The strategy will be monitored for effectiveness by the completion of a log reflecting the classroom observaion as well as the classroom walk through forms noting feedback for teachers.

G2.B2 Using data effectively to improve classroom instruction and student performance. 2

 B105510

G2.B2.S1 Provide Professional Development on Performance Matters and iReady so that teachers understand how to access the assessment data. 4

 S116854

Strategy Rationale

Teachers will provide effective classroom instruction using the data collected from the various assessment tools.

Action Step 1 5

Provide Professional Development for teachers using Performance Matters and iReady.

Person Responsible

Carolyn Laws

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

The use of the data collected to plan instruction as outlined in the teachers' lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Provide teachers with Professional Development for iReady

Person Responsible

Carolyn Laws

Schedule

On 6/5/2015

Evidence of Completion

To assist teachers in using the data to plan instruction and center rotations.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G3. Increase the number of proficient students in science from 10% to 21% by providing targeted instruction through observations and science experimentation instruction utilizing Curriculum Guide Assessment data; Focus lessons, as well as, student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and strategies. 1

G042522

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. 2

B103774

G3.B1.S1 Researched based interventions will be implemented to increase the student's knowledge level to the appropriate grade level proficiency in reading. 4

S114918

Strategy Rationale

Students who currently struggle in reading may also experience difficulty when exposed to science text.

Action Step 1 5

Science experiments to confirm information taught in the text will be conducted routinely as outlined in the Science Curriculum Guide.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion of the Science Experiments.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Teachers/students have an assigned time to visit the lab to conduct various experiments.

Person Responsible

Carolyn Laws

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence collected to monitor the use of the lab will be classroom observations and an increase in student performance on the science assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The effectiveness of the implemented strategy will be monitored through classroom observations and the Curriculum Guide Assessments.

Person Responsible

Schedule

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. The cycle of learning will continue with each assessment and utilizing teacher observations.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Science experiments to confirm information taught in the text will be conducted routinely as outlined in the Science Curriculum Guide.	Laws, Carolyn	8/18/2014	Progress monitoring will be performed either every other week or weekly (depending on the level of intervention) with evidence of completion of the Science Experiments.	6/5/2015 weekly
G2.B1.S1.A1	Frequent classroom observations providing ongoing feedback to teachers utilizing the Leveraging Leadership Model.	Laws, Carolyn	8/18/2014	The evidence will be collected and monitored using the classroom observation logs and walk through forms.	6/5/2015 weekly
G1.B1.S1.A1	Provide rigorous instructional support for all of our teachers based on classroom observations, professional development surveys, and other sources.	Laws, Carolyn	8/18/2014	Conduct professional development sessions based on the needs of the teachers.	6/5/2015 weekly
G2.B2.S1.A1	Provide Professional Development for teachers using Performance Matters and iReady.	Laws, Carolyn	8/18/2014	The use of the data collected to plan instruction as outlined in the teachers' lesson plans.	6/5/2015 monthly
G1.MA1	Provide professional development during the weekly PLC meetings and Early Release. Follow-up with classroom observations to ensure implementation of programs/processes. Create a cycle of learning by tracking student CGA data to ensure that the processes are effective and revise if necessary.		8/18/2014	Conduct frequent classroom visits to ensure that the processes are implemented and monitor student growth for effectiveness of the processes. Visits will be tracked using the weekly log noting the observation and feedback sessions with teachers.	6/5/2015 weekly
G2.MA1	Monitor new teacher progress throughout school year. Complete the observations in a timely manner to allow time for implementation.	Laws, Carolyn	8/18/2014	CAST evaluation, lesson plans, classroom walkthroughs, classroom observations	6/5/2015 weekly
G2.B1.S1.MA1	Provide rigorous instructional support for all of our teachers based on classroom observations, professional	Laws, Carolyn	8/18/2014	The strategy will be monitored for effectiveness by the completion of a log reflecting the classroom observaion as	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	development surveys, and other sources.			well as the classroom walk through forms noting feedback for teachers.	
G2.B1.S1.MA1	Complete frequent classroom observations and provide effective feedback utilizing the Leveraging Leadership Model.	Laws, Carolyn	8/18/2014	The classroom observation logs and the walk through forms will be used to monitor the strategy and its effectiveness.	6/5/2015 weekly
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	Provide teachers with Professional Development for iReady	Laws, Carolyn	8/18/2014	To assist teachers in using the data to plan instruction and center rotations.	6/5/2015 one-time
G3.MA1	The Curriculum Guide Assessment data for Science will be reviewed quarterly with teachers during the data chats.	Laws, Carolyn	8/18/2014	Data from the CGA assessments will be monitored often as well as the teacher grouping of the students based on the current data.	6/5/2015 weekly
G3.B1.S1.MA1	The effectiveness of the implemented strategy will be monitored through classroom observations and the Curriculum Guide Assessments.		Evidence of Completion will occur with graphed data indicating student progress toward the set goal and student proficiency at the appropriate grade level. The cycle of learning will continue with each assessment and utilizing teacher observations.	one-time	
G3.B1.S1.MA1	Teachers/students have an assigned time to visit the lab to conduct various experiments.	Laws, Carolyn	8/18/2014	Evidence collected to monitor the use of the lab will be classroom observations and an increase in student performance on the science assessments.	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. Increase the number of proficient students in math from 53% to 65% by providing targeted instruction through center based instruction utilizing Curriculum Guide Assessment, iReady Math data and student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and math strategies.

G2.B2 Using data effectively to improve classroom instruction and student performance.

G2.B2.S1 Provide Professional Development on Performance Matters and iReady so that teachers understand how to access the assessment data.

PD Opportunity 1

Provide Professional Development for teachers using Performance Matters and iReady.

Facilitator

Ronaldo Crespo

Participants

All Teachers

Schedule

Monthly, from 8/18/2014 to 6/5/2015

G3. Increase the number of proficient students in science from 10% to 21% by providing targeted instruction through observations and science experimentation instruction utilizing Curriculum Guide Assessment data; Focus lessons, as well as, student performance on teacher based assessments. Increase writing across the curriculum requiring students to share and support ideas citing evidence from the text, observations and strategies.

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 interventions will be implemented to increase the student's knowledge level to the appropriate grade level proficiency in reading.

PD Opportunity 1

Science experiments to confirm information taught in the text will be conducted routinely as outlined in the Science Curriculum Guide.

Facilitator

District Science Coach.

Participants

All content grade level

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0