

Duval County Public Schools

# Brentwood Elementary School



2015-16 School Improvement Plan

## Brentwood Elementary School

3750 SPRINGFIELD BLVD, Jacksonville, FL 32206

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	89%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	96%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	F*	D	C	C

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

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

#### School 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. With the new district initiative, which incorporates common threads across the curriculum, our goal is to genuinely work with each student and use this knowledge to guide, support and motivate students to learn.. We believe that a good learning environment requires continual professional development, personal reflection and collaboration. 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 Day. Teacher and student relationships are fostered through our in house mentoring program. We identify struggling students and pair them with teachers that can provide extra support and encouragement outside of the classroom.

We are also in partnership with the Teen Trendsetters Reading Program with Andrew Jackson High school. Students from Andrew Jackson are paired with identified bottom quartile reading students, for one-one reading interaction and comprehension skill practices.

##### **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 among all students, faculty, and staff. We believe that we all play a role in the academic success, respect, and safety for all students. All teachers are assigned posts to monitor student activity. Our students also partner with us through our Tots and Patrols programs which allows 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 (along with the district mandated HERO Behavior Management system) which give our students a concrete tool for monitoring their own behavior. We encourage



positive reinforcement via our Brentwood Bucks programs which allows 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 and also the Peer Mediation Program. 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 contacts parents and/or meets 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. Brentwood Elementary now has two reading interventionists that provide intensive reading intervention for low performing readers in grades K, 1, 4, and 5. The interventionists provide strategies for students that performed below district baselines on the I-Ready Reading and Achieve 3000 pre- assessments. 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	8	30	21	15	12	22	108
One or more suspensions	0	3	3	2	0	0	8
Course failure in ELA or Math	0	0	0	4	0	0	4
Level 1 on statewide assessment	0	0	0	10	10	13	33

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

Indicator	Grade Level		Total
	2	3	
Students exhibiting two or more indicators	1	2	3

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

Students are targeted early in the year to receive additional support. Attendance Intervention Meetings are held quarterly to ensure that parents are aware of the attendance policies and the impact that absences have on student achievement. Students who receive referrals participate in counseling sessions with the school based counselor and learn 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 Liaison works with local businesses (The Hyatt Regency of Jacksonville, Wells Fargo, and Winn Dixie Grocery Stores), 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 liaison, 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:

Name	Title
Halyard, Tamara	Assistant Principal
Laws, Carolyn	Principal
Benjamin, Shandon	Instructional Coach
Grove, Jennifer	Instructional Coach
Brown, Shellisa	Guidance Counselor

#### 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/Tamara Halyard): 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 (Fox/ Grove): 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, Halyard): 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:**

Name	Stakeholder Group
	Parent
Walter Sinkler	Parent
Angela Harris	Business/Community
Carolyn Laws	Principal
Jamika Canady	Education Support Employee
Sadarius Hicks	Parent
Lucinda Bevel	Parent
Althea Mickell	Education Support Employee
Mirjana Obradovic	Teacher
Fatima Johnson	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*

The SAC committee discusses issues such as Teacher Appreciation Week, incentives for students such as Brentmart, and October Literacy Fest.

***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:**

Name	Title
Laws, Carolyn	Principal
Halyard, Tamara	Assistant Principal
Grove, Jennifer	Instructional Coach
Resnick, Brooke	Teacher, K-12
Walter, Terri	Teacher, K-12

**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, guided reading, 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. The district implementation of the Equip student work protocol, has also been beneficial for teachers, in that the protocol provides a scale to rate the effectiveness of student work as it pertains to the Florida Common Core State Standards.

### **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. Brentwood also has a highly qualified team of teachers that interview potential candidates for teaching positions.

### **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 in Early August 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 training's including but not limited to those for classroom management, Performance Matters, iReady, Achieve 3000, STOIC, Tough Kids, Code of Ethics, and CAST. 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 and to evaluate student work with the Equip protocol, to 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, such as purposeful data driven student work centers. 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 strategy, 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 5 Saturdays.

#### ***Strategy Rationale***

Provide students additional instruction in a smaller learning environment.

#### ***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

#### ***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.

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

Intensive reading instruction daily

**Strategy Rationale**

Data showed that Brentwood performed in the Bottom 300 elementary schools in the state

**Strategy Purpose(s)**

- Core Academic Instruction

**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**

I-Ready Reading, Achieve 3000, and FSA

**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.

Fifth grade students are given the opportunity to audition at Lavilla Middle School Performing of the Arts.

**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**

**Needs Assessment**

**Problem Identification**

**Data to Support Problem Identification**



### **Portfolio Selection**

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

### **Data Uploads**

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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### **Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Brentwood has identified the following areas as strengths and areas of concern as below:

Strengths- Writing (Grade 4)

Areas of Concern- Reading (grades 3-5), Math (grades 3-5), Science (grade 5)

School Climate- Teacher Appreciation and support

### **Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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.** If we focus on differentiated instruction (small group instruction), then student achievement will increase throughout content areas.
- G2.** If we establish a positive school environment, then we will sustain effective teachers and increase our teacher retention rate.

## 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.** If we focus on differentiated instruction (small group instruction), then student achievement will increase throughout content areas. 1a

G071963

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	20.0
FSA Mathematics - Achievement	45.0
FCAT 2.0 Science Proficiency	5.0

**Resources Available to Support the Goal** 2

- I-Ready Data (Reading and Math)
- Achieve 3000 Data
- Teacher-made and District Assessments
- Anecdotal Notes

**Targeted Barriers to Achieving the Goal** 3

- Professional Development- Teachers were unable to effectively transfer knowledge from professional development sessions into instruction.

**Plan to Monitor Progress Toward G1.** 8

Mid-Year Survey for effectiveness of PLC's

**Person Responsible**

Shandon Benjamin

**Schedule**

On 12/15/2015

**Evidence of Completion**

Survey of effectiveness of PLC's (Survey Monkey)

**Plan to Monitor Progress Toward G1.** 8

End of the year survey for effectiveness of PLC's

**Person Responsible**

Shandon Benjamin

**Schedule**

On 5/24/2016

**Evidence of Completion**

Survey of effectiveness of PLC's (survey monkey) District end of the year survey

**G2.** If we establish a positive school environment, then we will sustain effective teachers and increase our teacher retention rate. 1a

G071964

**Targets Supported** 1b

Indicator	Annual Target
Effective Teachers (Performance Rating)	87.0

**Resources Available to Support the Goal** 2

- Academic coaches for reading and math
- Reading Interventionist
- Guidance Counselor to help challenging and difficult students
- ESE liason
- Volunteer Liason for parent involvement
- Community support for restorative justice
- District Specialist support
- District MINT program
- Academic coaches for reading and math
- Reading Interventionist
- Guidance Counselor to help challenging and difficult students
- ESE liason
- Volunteer Liason for parent involvement
- Community support for restorative justice
- District Specialist support
- District MINT program

**Targeted Barriers to Achieving the Goal** 3

- Low Teacher morale

**Plan to Monitor Progress Toward G2.** 8

An end of the year leadership team meeting

**Person Responsible**

Carolyn Laws

**Schedule**

On 7/15/2016

**Evidence of Completion**

Teacher TNTP survey (climate survey), teacher CAST evaluations, teacher retention rate

## 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.** If we focus on differentiated instruction (small group instruction), then student achievement will increase throughout content areas. **1**

 G071963

**G1.B1** Professional Development- Teachers were unable to effectively transfer knowledge from professional development sessions into instruction. **2**

 B187651

**G1.B1.S1** Provide Professional Development in differentiating small group instruction across all content areas. **4**

 S199164

### Strategy Rationale

To increase teacher knowledge, which would result in increased student achievement.

### Action Step 1 **5**

Professional Learning Communities (Reading)

#### Person Responsible

Tamara Halyard

#### Schedule

Biweekly, from 9/1/2015 to 4/26/2016

#### Evidence of Completion

Agenda District Planning Sheet Email verification of topics covered

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Instructional coaches will submit PLC agenda for approval  
Administration attendance in PLC's

**Person Responsible**

Carolyn Laws

**Schedule**

Biweekly, from 9/1/2015 to 4/26/2016

**Evidence of Completion**

Exit tickets Administration Meeting to discuss the effectiveness of Professional Learning Communities

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Coaches will send an email before PLC's informing teachers of data and materials to bring

**Person Responsible**

Tamara Halyard

**Schedule**

Biweekly, from 9/1/2015 to 5/26/2016

**Evidence of Completion**

Email documentation

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Monitor use of teacher implementation of strategies from professional development (focus walk)

**Person Responsible**

Carolyn Laws

**Schedule**

Biweekly, from 9/1/2015 to 5/26/2016

**Evidence of Completion**

Class observation tools (equip protocol), debriefing with teachers after focus walks, and coaching cycles

**G2.** If we establish a positive school environment, then we will sustain effective teachers and increase our teacher retention rate. 1

G071964

**G2.B1** Low Teacher morale 2

B187655

**G2.B1.S1** Implement positive rewards for teachers 4

S199166

### Strategy Rationale

For teachers to be excited about working at Brentwood and have a positive morale.

### Action Step 1 5

Teacher input during early release training

#### Person Responsible

Carolyn Laws

#### Schedule

On 9/9/2015

#### Evidence of Completion

Agenda, sign-in sheet, and teacher exit ticket

### Action Step 2 5

Implement Teacher of the Month Program

#### Person Responsible

Shandon Benjamin

#### Schedule

Monthly, from 9/30/2015 to 4/30/2016

#### Evidence of Completion

Receive recognition on the morning news show, picture in the hallway, designated parking spot for the month, special gift card, picture in the parent newsletter.

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

Remind Principal to discuss at early release training

**Person Responsible**

Tamara Halyard

**Schedule**

On 9/8/2015

***Evidence of Completion***

Email

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

Remind Shandon to pick a teacher of the month

**Person Responsible**

Tamara Halyard

**Schedule**

Monthly, from 9/15/2015 to 4/15/2016

***Evidence of Completion***

Email and text message

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

Monitoring the effectiveness of the teacher of the month rewards

**Person Responsible**

Carolyn Laws

**Schedule**

Monthly, from 10/1/2015 to 5/5/2016

***Evidence of Completion***

Discuss in Leadership Meeting, Teacher of the Month Display Board



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

Survey teachers for feedback of the effectiveness to teacher of the month

**Person Responsible**

Shandon Benjamin

**Schedule**

On 12/14/2015

**Evidence of Completion**

Teacher survey

**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
G1.B1.S1.A1	Professional Learning Communities (Reading)	Halyard, Tamara	9/1/2015	Agenda District Planning Sheet Email verification of topics covered	4/26/2016 biweekly
G2.B1.S1.A1	Teacher input during early release training	Laws, Carolyn	9/9/2015	Agenda, sign-in sheet, and teacher exit ticket	9/9/2015 one-time
G2.B1.S1.A2	Implement Teacher of the Month Program	Benjamin, Shandon	9/30/2015	Receive recognition on the morning news show, picture in the hallway, designated parking spot for the month, special gift card, picture in the parent newsletter.	4/30/2016 monthly
G1.MA1	Mid-Year Survey for effectiveness of PLC's	Benjamin, Shandon	12/15/2015	Survey of effectiveness of PLC's (Survey Monkey)	12/15/2015 one-time
G1.MA2	End of the year survey for effectiveness of PLC's	Benjamin, Shandon	5/24/2016	Survey of effectiveness of PLC's (survey monkey) District end of the year survey	5/24/2016 one-time
G1.B1.S1.MA1	Coaches will send an email before PLC's informing teachers of data and materials to bring	Halyard, Tamara	9/1/2015	Email documentation	5/26/2016 biweekly
G1.B1.S1.MA3	Monitor use of teacher implementation of strategies from professional development (focus walk)	Laws, Carolyn	9/1/2015	Class observation tools (equip protocol), debriefing with teachers after focus walks, and coaching cycles	5/26/2016 biweekly
G1.B1.S1.MA1	Instructional coaches will submit PLC agenda for approval Administration attendance in PLC's	Laws, Carolyn	9/1/2015	Exit tickets Administration Meeting to discuss the effectiveness of Professional Learning Communities	4/26/2016 biweekly
G2.MA1	An end of the year leadership team meeting	Laws, Carolyn	7/15/2016	Teacher TNTP survey (climate survey), teacher CAST evaluations, teacher retention rate	7/15/2016 one-time
G2.B1.S1.MA1	Monitoring the effectiveness of the teacher of the month rewards	Laws, Carolyn	10/1/2015	Discuss in Leadership Meeting, Teacher of the Month Display Board	5/5/2016 monthly
G2.B1.S1.MA4	Survey teachers for feedback of the effectiveness to teacher of the month	Benjamin, Shandon	12/14/2015	Teacher survey	12/14/2015 one-time
G2.B1.S1.MA1	Remind Principal to discuss at early release training	Halyard, Tamara	9/8/2015	Email	9/8/2015 one-time
G2.B1.S1.MA2	Remind Shandon to pick a teacher of the month	Halyard, Tamara	9/15/2015	Email and text message	4/15/2016 monthly

## 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.*

**G1.** If we focus on differentiated instruction (small group instruction), then student achievement will increase throughout content areas.

**G1.B1** Professional Development- Teachers were unable to effectively transfer knowledge from professional development sessions into instruction.

**G1.B1.S1** Provide Professional Development in differentiating small group instruction across all content areas.

### **PD Opportunity 1**

Professional Learning Communities (Reading)

#### **Facilitator**

Instructional Coaches

#### **Participants**

Core Teachers (grades K-5)

#### **Schedule**

Biweekly, from 9/1/2015 to 4/26/2016

## Technical Assistance Items

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

### Budget

#### Budget Data

1	G1.B1.S1.A1	Professional Learning Communities (Reading)	\$0.00
2	G2.B1.S1.A1	Teacher input during early release training	\$0.00
3	G2.B1.S1.A2	Implement Teacher of the Month Program	\$0.00
<b>Total:</b>			<b>\$0.00</b>