

Escambia County School District

Brentwood Elementary School



2016-17 Schoolwide Improvement Plan

Brentwood Elementary School

4820 N PALAFOX ST, Pensacola, FL 32505

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	F	C

**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 is pending approval by the Escambia County School Board.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Brentwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Targeted Support & Improvement - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Brentwood Elementary is to ensure that every student has the self-confidence, desire, knowledge, and skills needed to lead a responsible and satisfied life.

b. Provide the school's vision statement.

In keeping with our district's vision to be a place where students want to learn, teachers want to teach, parents want to send their children, and employees want to work:

It is the desire of Brentwood Faculty and Staff that we capture the heart and mind of students, parents, and our community, by creating an excellent learning environment for all. We strive to promote love of learning through the use of: Cutting-edge teaching and learning tools, encouragement of good citizenship, and providing problem-solving opportunities so that students will flourish in tomorrow's technology infused world.

2. School Environment

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

Parent surveys, student surveys, and getting to know you activities in the classroom. We are a capturing kids' heart (CKH) model school where emphasis is placed on relationship building and collectively deciding on rules in the classroom for how each person wants to be treated and plans to treat others. Each class develops a social contract to be upheld through out the year. Our school is also a Positive Behavior Support (PBS) school and emphasis is placed on good choices made daily.

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

We are a Positive Behavior Support PBS school that emphasizes a positive, safe, learning environment for all. We provide no-bully training for teachers and staff and for all students. Parents are provided information regarding the anonymous reporting site through the district. We monitor student behavior closely at school and on the bus. We provide progressive discipline consequences to those that breach the safe environment. During this school year, teachers will implement the LEAPS program for all students. This is a character curriculum to further improve student environment and behavior toward one another. The LEAPS program provides an opportunity for teachers to teach appropriate behaviors to students.

School premises is monitored by a security system that requires a special code to enter the building during non-school hours.

District personnel often do campus checks to ensure safety of entire campus.

Gates surround the school campus which stay locked to ensure that only authorized personnel can be on the premises.

Raptor system is used for sign-in process to ensure all visitors are safe to be on campus. Office staff is trained to check ID and blue card (Focus) information to ensure that the right people are allowed contact with individual students.

Volunteers are scanned and approved by a district employee and trained on what their appropriate responsibilities and activities can be on campus regarding contact with students.

Safety Drills are shared in teacher handbook and practiced routinely with students.

Administration has open door policy for students, teachers, and parents to communicate any issues and concerns.

Procedures are shared and practiced with faculty, staff, students, and parents.

Staff members are assigned to duty stations carefully around the school to monitor students to ensure safety.

A parent handbook was provided to outline these procedures as well.

c. 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.

We are a Positive Behavior Support PBS school that emphasizes a positive, safe, learning environment for all. We provide no-bully training for teachers and staff and for all students. Parents are provided information regarding the anonymous reporting site through the district. We monitor student behavior closely at school and on the bus. We provide progressive discipline consequences to those that breach the safe environment. We reward positive choices through bucket tickets and opportunities to earn individual rewards as well as class rewards such as attending PBS celebrations. This year we will include an online component to our reward and recognition of students. Learning Earnings will be utilized by all teachers and staff to reward students for good choices.

Students walk through the students' rights and responsibility handbook in their classroom with their teacher to ensure they understand the expectations and know what their rights are. This handbook is sent home for student/family reference. Students sign a form stating they have read and understand their rights and responsibilities. The behavior coach and guidance counselor do follow up checks with students and classrooms regarding expectations to ensure all students understand.

Raptor system is used for sign-in process to ensure all visitors are safe to be on campus. Office staff is trained to check ID and blue card(Focus) information to ensure that the right people are allowed contact with individual students. Teachers are provided a PBS notebook that includes disciplinary guidelines and adjudication guides from the district. We follow in-house plan for consequences for students that misbehave. We encourage parent/teacher communication as a number one defense against poor behavior. Teachers will conference in person or through phone calls. Teachers will monitor minor infractions in the online RTI:B program to help track behaviors and analyze data to further improve our discipline plan and prevent issues as they are identified. This will also help the identification process for students that need to be entered into the RTI/MTSS process for behavior. The behavior coach and guidance counselor will meet with students that are struggling with behavior at the tier II and tier III level of RTI/MTSSB.

Our ICARE staff and safety response team are trained or scheduled to be trained in safety care- safe strategies for behavior deescalation and safe ways to assist the most disruptive students to maintain a safe learning environment.

d. 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.

We have two counselors on staff at Brentwood. Students have access at all times to counselors for individual and small group sessions as the need arises. Our ICARE counselor works daily with all ICARE students to provide character building lessons. Counselors work with individuals or small groups to deal with loss of loved ones, dealing with divorce, anger management, deescalation strategies, and organizational skills.

Students that are in the MTSS process for behavior are provided interventions and opportunities for check-in and check-out assignments where an adult is assigned to see them each day to encourage them and follow-up with their success for the day. Students in MTSS for behavior will be assigned to either the behavior coach or guidance for more intensive counseling sessions on appropriate behavior choices and deescalation strategies. Students are also referred to outside counseling such

as Lakeview for more intensive one on one counseling. We have a social worker intern from UWF that also assists our guidance counselor in providing information regarding outside resources for not only students but their families as well such as Lutheran Services.

3. Early Warning Systems

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

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

The staff participated in training in August 2015 to associate characteristics of Resistant Learners. Many of these EWS were covered. The learning from this training will carry over in 2016-2017 as faculty are updated with current lists of EWS and our most at-risk students. Strategies will be implemented for 2015-2016 to reduce attendance issues. Newly hired staff members will be provided with this information as well during a faculty refresher training.

Emphasis on attendance will be a high priority for 2016-2017. We will continue to utilize the guidance counselor and administration in addition to office staff and teachers to communicate regularly with parents/guardians of students with chronic tardies and absences. Counselors and administration will make phone calls and provide conferences (attendance child study). Administration will meet weekly with the counselors to discuss attendance issues/concerns.

Attendance and tardies will also be included in our Learning Earnings rewards in order to provide positive rewards for students that attend school regularly and arrive on time and stay the entire instructional day.

Suspension data will be monitored closely by the Behavior Team. RTI/MTSS process for behavior will be in place for students that exhibit behavioral difficulty in class. This process will be led by the administrative team, Behavior Coach and MTSS coach. Citizenship and discipline will be monitored closely. When necessary, FBA and PBIPs will be put in place for these struggling students. Positive rewards will be in place through the PBS plan and students will be able to participate in PBS celebrations monthly as a reward for positive behavior. An emphasis will be placed on Capturing Kids' Heart (CKH) and the Learning Earnings reward and recognition program for individual students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	18	11	17	13	16	0	0	0	0	0	0	0	81
One or more suspensions	3	9	21	25	22	21	0	0	0	0	0	0	0	101
Course failure in ELA or Math	0	8	8	13	9	2	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	11	36	50	0	0	0	0	0	0	0	97

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	6	2	19	22	24	0	0	0	0	0	0	0	74

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

The staff participated in training in August 2015 to associate characteristics of Resistant Learners. Many of these EWS were covered. We will review the EWS with staff in September of 2016 to plan for 2016-2017 strategies and provide awareness for teachers. Emphasis on attendance will be a high priority for 2016-2017. We will continue to utilize the guidance counselor and administration in addition to office staff and teachers to communicate regularly with parents/guardians of students with chronic tardies and absences. Counselors and administration will make phone calls and provide conferences (attendance child study). Administration will meet weekly with the counselors to discuss attendance issues/concerns. Attendance and tardies will also be included in our Learning Earnings rewards in order to provide positive rewards for students that attend school regularly and arrive on time and stay the entire instructional day. We will utilize the district-wide call out system each day for students that are absent/tardy to communicate to parents/guardians to improve awareness. Students with academic and behavioral issues will be included in the MTSS process early on to provide ongoing strategies for teacher, parents, and students for academic/behavioral improvement. Faculty and staff participated in training for positive behavior supports and RTI:B in August 2016.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/304926>.

2. Description

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

2. 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.

Brentwood is a partnership school with the University of West Florida. Through this partnership, we have teacher interns, receive support from practicum students, tutors and various dept. heads at the University. Through this partnership, we have a peer to peer tutoring group that will work with 5th grade math students. We will also have tutoring provided for identified struggling readers in first and second grade. We also have a guidance/social worker intern that supports students and families.

Brentwood has a volunteer/partner in education/mentor coordinator that promotes community and parent involvement in the education process.

Business partners help support our students by providing much needed supplies and materials as well as time and effort in volunteer hours to help support our school wide events.

Mentors through local businesses participate in the district wide mentor program and come to our school to provide one-to-one mentoring for individual students that were previously identified as at-risk.

Brentwood also has a partnership with Pensacola High School IB students that support our students through the mentor program.

Volunteers are trained and work with individual teachers and support students in the areas of reading

and math.

Parents are informed of student progress and events at the school to encourage involvement and awareness of school wide activities.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Sewell, Jennifer	Principal
Arnold, Kristin	Assistant Principal
Brantley, Alison	Instructional Coach
Cardoso, Maria	Teacher, K-12
Hamilton, Cathy	Teacher, K-12
Whitfield, Amber	Teacher, K-12
Jones, Brittany	Teacher, K-12
Myers, Mindy	Teacher, K-12
Trahms, Maita	Teacher, K-12
Conner, Donna	Teacher, K-12
Adams, Stephanie	Teacher, ESE
Romero, David	Instructional Technology
O'Neal, Gail	School Counselor
Jackson, Sherri	Teacher, K-12

b. Duties

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

The leadership team met during the summer and reviewed school-wide data, utilizing FSA, DE , and various school & district assessments. We looked at each subgroup's data for students in grades 3rd-5th and we analyzed the percentage of students not reaching district and state benchmark expectations.

Some of the core leadership team met during preplanning to review school data, progress, and create goals to work toward for the 2016-17 school year. We created an action plan to implement including needed professional development for teachers to effectively teach core curriculum with an emphasis on clearly presented standards as well as intervention strategies for Tier II & Tier III services. We also looked at overall student behavior data and will continue to utilize our Positive Behavior Plan to provide a more conducive learning environment for every student at our school. The decision to purchase the LEAPS program to use as a Tier I intervention was determined. Also, the online component of PBS, Learning Earnings, will also be implemented for 2016-2017.

The team will use the Problem Solving process to support the implementation of the SIP by meeting monthly to analyze data to support the needs of the school. After analyzing the data, the team will make suggestions to grade levels or individual teachers about implementing strategies to enhance instruction. We will support students as needed through the various Tiers of the RtI/MTSS process.

Teachers will meet weekly with the MTSS coach for guided plan time to discuss curriculum and ways to best support struggling learners. By researching effective teaching practices, communicating with parents/families, and implementing our plan, our hope is for each student to make progress. Our goal is improved student achievement and delivery of core instruction and intervention strategies. The leadership team will meet monthly to review data and progress towards goals in the SIP.

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

The Leadership Team will function as a Learning Community and Action Committee that will help everyone at our school learn, implement, support, and share ideas related to RTI/MTSS and student improvement.

The Leadership Team will meet monthly to :

- *Review policies and procedures, discuss items to be shared from various curriculum departments at grade level meetings.
- *Develop and conduct professional development throughout the school year
- * Spend time analyzing school ELA, Math, Science, Behavior data(minors and majors), and attendance data.
- *Attend and support RTI/MTSS Tier meetings to ensure effective implementation of Rti/MTSS and ensure strategies are implemented with fidelity.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through small group instruction and tutoring. Funding from Title I provides Brentwood with an MTSS/ RTI coach, Assistant Principal, Remedial Teacher, and a Technology Coordinator. These employees are utilized to provide academic support for students, teachers, and parents.

Title I, Part C Migrant

Services for migrant children are provided by the district level Title I office. All migrant students enrolled at Brentwood will be provided specific support services. Specific data will be entered into our local data base system (FOCUS) that indicate which specific Title I services the student will be provided. They may include: Attendance, Guidance, Psychology Services, Dental Services, Health Services, Nutrition assistance, Outreach, Advocacy, Social Work services, Transportation, and/or Needs Assessment services. In addition, our assigned School Social worker will monitor the student's family very closely to assure all eligible services are rendered.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Brentwood Elementary does not serve Title I, Part D students at this time.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (inservice education).

Title III-ELL

Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide

services. All teachers who serve ELL students at Brentwood have ESOL endorsement on their teaching certificate. ELL students are placed in classrooms with ESOL endorsed teachers or those working on added the endorsement. In addition, an itinerant ESOL teacher from the district, funded through Title II funds, works with these students at least one day a week.

Title X- Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as Homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the Title I office.

Supplemental Academic Instruction (SAI)

2016-2017 School year, SAI will go to pay for substitutes for teachers to conduct parent conferences, purchase school supplies and computer software for our school.

Violence Prevention Programs

The school offers a non-violence and anti- drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school wide activities and guest speakers. Through our school wide behavior plan, we provide training for faculty, staff, and students regarding bullying. LEAPS behavior program will be implemented in 2016-2017 as well as positive behavior reward and recognition program Learning Earnings.

The Jeffrey Johnson Stand Up for All Students Act, requires our school to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events, and through school computer networks. In addition, the district has the "Bullying" reporting website where bullies may be reported anonymously. Our students will have an anti-bullying presentation from representatives from CDAC.

Nutrition Programs

Our school is committed to continue offering nutritional choices in our cafeteria. This includes salad bar, ala cart items, and self serve options. Brentwood Elementary qualifies as a Community Eligible Provision (CEP) school for 2016-2017, therefore, all students enrolled can receive breakfast and lunch free.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I pre-k office.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Jennifer Sewell	Principal
Devonna Chance-Gulley	Education Support Employee
Clint Brown	Business/Community
Utahna Hughes	Parent
Della Petit	Parent
Dee Freyhoffer	Parent
Wing Chan Nguyen	Parent
Victoria Brown	Parent
Tamika McKinstry	Parent
Uri Blackwell	Parent
Tearra Middleton	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

Available Assessment results were shared at the last SAC meeting of the 2015-16 school year. The most current data will be shared at the first meeting in October 2016 with SAC to determine effectiveness of strategies in place last year for school improvement and determine further plans for improvement and utilization of resources in place at Brentwood.

b. Development of this school improvement plan

The School Advisory Council at Brentwood Elementary met at least four times during the 2015-16 school year to discuss curriculum, testing data, budgets, parent involvement activities, and other business related to the school. During these meetings, members voice suggestions and concerns regarding school progress toward our goals and through these suggestions, we plan for future improvement at Brentwood Elementary.

c. Preparation of the school's annual budget and plan

During the 2015-16 school year, SAC met to discuss curriculum, testing data, budgets, parent involvement activities, and other business related to the school. During these meetings, members voice suggestions and concerns regarding school progress towards our goals and through these suggestions, we plan for future improvement at Brentwood Elementary.

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

We spent the majority of the allocated school improvement funds for professional development for the faculty. During the summer of 2016, the faculty members that could participate in these trainings received extra pay. The trainings were unpacking standards, personalized learning , and grade level curriculum planning.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Sewell, Jennifer	Principal
Brown, Audrey	Teacher, K-12
Arnold, Kristin	Assistant Principal
Bradley, Cheryl	Teacher, K-12
Myers, Mindy	Teacher, K-12
Wiley, Vera	Teacher, K-12
Brantley, Alison	Teacher, K-12
Peel , Kerri	Teacher, K-12
Hamilton, Cathy	Teacher, K-12
Trahms, Maita	Teacher, K-12
Lamar, Ordeane	Teacher, ESE
Cooley, Rachel	Teacher, K-12
Gruden, Danielle	Teacher, K-12
Stewart, Jill	Teacher, K-12
Hicks, Sarah	Teacher, K-12
Baker, Jenny-Kate	Teacher, K-12
McLeod, Venieta	Teacher, K-12
Turner, Donald	Teacher, K-12
Maltbie, Craig	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Initiatives of LLT:

- Continue to implement concepts from the books: Quality Questioning- higher order questioning, Reading Powers, and The Daily Five, Whole Brain Strategies, and Marcia Tate.
 - Focus on effective vocabulary instruction across all curriculum
 - * K-5 implementation of response to instruction through journals and thinking maps across curriculum
 - Support and assist in improving reading instruction in Tier I, Tier II, and Tier III through data analysis, targeted instructional strategies, and professional development.
- Focus in 2016-17 will be continued support of implementation of Wonders curriculum to fidelity, incorporating researched based strategies during the extended block of literacy, Thinking Maps, Response Journals k-5, Discovery Ed Implementation, Close reading with Non-fiction texts (increasing text complexity), providing opportunities for written extensions across all content areas-providing text-based evidence and continued support for motivational reading programs such as AR.

A huge emphasis will be curriculum during the extended reading block time and providing support for each class in order to best differentiate instruction to meet all students' needs.

D. Public and Collaborative Teaching

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

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

Teachers have a common plan time built in to the master schedule to ensure daily opportunities to collaborate and plan with colleagues. They also hold grade level meetings on Tuesday of each week to plan and collaborate. At these meetings, the grade chair provides an agenda to the team, notes are documented from each meeting, and agendas/notes are shared weekly with the administration. In addition to weekly grade level meetings, teachers will also meet weekly for guided planning with MTSS coach to focus on curriculum planning, unpacking of standards, data analysis and focus on strategies to use with struggling learners.

Mentors are provided for new teachers and teachers new to Brentwood.

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

Person Responsible: Jennifer Sewell Principal

Strategies include:

- Hire NCLB Highly Qualified Instructors.
- Assign Mentor Teachers for First year Teachers.
- Assign a Brentwood Veteran Teacher to Teachers new to Brentwood.
- Conduct 30 day and 90 day employee, student teacher, and practicum student satisfaction and needs assessment meetings with all instructors.

Brentwood has a partnership with the University of West Florida and house year long interns, student teachers, and practicum students throughout our campus. Through this partnership, we provide opportunities for professional development and hands on learning for these future educators. We conduct the 30 day and 90 day employee satisfaction and needs assessment with these individuals to gather feedback on ways to improve our program and better their learning experience to prepare them to enter future classrooms-hopefully within our school district.

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

Cathy Hamilton, experienced second grade teacher- mentor for new to Brentwood teachers Jill Stewart and L. Herron.

Keri Peel, experienced first grade teacher- mentor for intern teacher, Rachel Sharr.

Donna Conner, experienced fifth grade teacher- mentor for new to fifth grade teacher, Liz Thomas and Melissa Giles

Maria Cardoso, experienced behavior coach/ ICARE Teacher-In-Charge- mentor for new to Brentwood Positive Behavior Coach, Scotti Mason

Stephanie Adams, experienced ESE teacher- mentor for new to Brentwood ESE teacher- Ms. Lindsey

Planned Mentoring Activities:

Both Mentor Teacher and Novice/new to Brentwood teachers will meet monthly with the principal to

share concerns, needs and accomplishments.

Teachers with interns and co-teaching situations will attend a district Co-Teaching training.

First year teachers will also participate in the District mentor program and a Start Consultant will work with them closely throughout the year.

Gabrielle Walsh- New teacher will have a start consultant and also have a peer mentor on third grade, Maita Trahms.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Brentwood uses curriculum that is currently adopted by the district. These materials meet state qualifications and are aligned to Florida standards. Teachers will also meet weekly for guided planning with MTSS coach support to unpack standards to ensure all standards are being covered at the appropriate level. Teachers will also receive support from district curriculum specialists.

b. Instructional Strategies

1. 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.

Brentwood's master schedule is designed with student needs in mind. We provide opportunities for students that require intensive intervention (iii) in academic areas to have a specific time to receive interventions and ensure resources are available. We have an RTI/MTSS coach that monitors student data and provides strategies for teachers and parents to differentiate the learning for students. ESP staff are utilized to the fullest capacity to work with students. Administration and Leadership monitors progress through data analysis and data meetings with teachers.

In order to meet the needs of our higher achieving students, we have a cluster gifted classroom in third, fourth, and fifth grade. Students meeting high functioning criteria are placed in these cluster classrooms to motivate and increase the academic rigor they are exposed to on a daily basis.

We have special area teachers that provide enrichment classes during the week to ensure time for teachers to work with their struggling students during the assigned iii time.

During the 2016-2017 school year, we will have a Remedial Teacher (provided by Title I) to work with students identified as at-risk and in the MTSS process. We will also have two tech assistants to assist with higher achieving students to provide enrichment.

Brentwood has extended its instructional day to provide an extra hour of reading instruction to all students.

2. 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: After School Program

Minutes added to school year: 3,600

Teachers meet weekly for an hour with grade level to plan and collaborate.
Teacher meet weekly with MTSS coach for guided planning.
Teachers meet monthly for an hour to analyze student data and make instructional decisions.
Teachers meet monthly to participate in PD- Thinking Maps strategies.

Strategy Rationale

Faculty and staff will be working collaboratively to plan, analyze data, and build knowledge of teaching pedagogy and research based strategies to implement in the classroom. Through these learning opportunities for the staff, teacher knowledge will be increased and student learning will be positively impacted.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Sewell, Jennifer, jsewell@ecsdfi.us

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

Teachers will keep data binders that will include all assessment data and documentation of lesson plans for small groups based on data.
Agenda and minutes from grade level and data meetings will be shared with the principal.
Through teacher observation and classroom walkthroughs, evidence of higher order questioning and standards being taught to fidelity will be noted.

Strategy: Extended School Day

Minutes added to school year: 10,800

Students will participate in research based reading strategies for an additional hour each day. This time block is reserved for each morning. All teachers and support staff will work with students to enhance their reading ability. Teachers will work closely with the MTSS coach and ELA district representative to ensure curriculum is to fidelity of current standards and expectations.

Strategy Rationale

With an additional hour each day of reading instruction, all students should show improvement in the area of reading. Improvement in the area of reading will likely improve performance in all other academic areas as well.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Sewell, Jennifer, jsewell@ecsdf.us

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

DE assessments will be completed as well as weekly assessments that relate to standards covered. FSA data will also be used to determine the effectiveness of the extra hour of instruction in reading.

Data will be reviewed periodically to determine the effectiveness of the reading strategies and skills being taught. Small group instruction will be altered accordingly to best meet the students' needs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

Brentwood does not have Pre-K classes. We provide tours and allow for parents of upcoming kindergarten students to meet with the principal, kindergarten teachers, and guidance counselor to discuss issues and concerns they may have. During the tour, the principal provides parents with a form that contains the kindergarten grade level expectations.

Brentwood conducts "Get Ready for Kindergarten" parent meetings to explain what parents can do to help their child be ready to start kindergarten on day one. Kindergarten teachers share grade level expectations and grade level routine procedures with parents.

Additionally, the Volunteer Coordinator, School Nurse, and Guidance Counselor provide information to parents that relate to their perspective jobs.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we increase rigor with the implementation of purposeful planning which includes: Data analysis, unpacking standards, higher order questioning, guided planning, written extensions, and peer to peer collaboration, then student achievement will increase in all academic areas.
- G2.** If student engagement and motivation to learn is increased, then student achievement will improve in all academic areas.

Strategic Goals Detail

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

G1. If we increase rigor with the implementation of purposeful planning which includes: Data analysis, unpacking standards, higher order questioning, guided planning, written extensions, and peer to peer collaboration, then student achievement will increase in all academic areas. 1a

G080043

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	65.0

Targeted Barriers to Achieving the Goal 3

- Data Driven Instruction for Planning and Delivery
- Understanding Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Instructional Coach, MTSS/RTI Coach, Behavior Coach, Behavior Analyst, Teacher Collaboration, District Provided Professional Development, Site-Level PD with local experts, guidance counselors, and Supportive Administration.

Plan to Monitor Progress Toward G1. 8

Teachers will demonstrate knowledge of effective lesson delivery and planning to include higher order questioning, standard specific goals, data driven instructional decisions, and the implementation of written extensions in all subject areas.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/25/2016 to 5/19/2017

Evidence of Completion

In Observations and Feedback, administration will look for standard specific goals, higher-order questioning in peer to peer collaboration, student achievement as evidenced in data notebook review, lesson plans, and student journals. Administration and MTSS coach will meet with grade levels to discuss Discovery Education data. Grade levels will meet monthly to discuss data to reflect and adjust curriculum needs.

G2. If student engagement and motivation to learn is increased, then student achievement will improve in all academic areas. 1a

G080044

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	60.0

Targeted Barriers to Achieving the Goal 3

- Behavior Management

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supportive Administration, District Provided Professional Development, Teacher Collaboration, PBS Team, Behavior Coach, Guidance Counselors, Behavior Analyst, Technology Coordinator, MTSS Coach, AR Team, Remedial Teacher

Plan to Monitor Progress Toward G2. 8

Administration and behavior coach will continuously visit classrooms and review data on positive student behavior through RTI:B and monitor positive rewards and recognition through Learning Earnings.

Person Responsible

Jennifer Sewell

Schedule

Daily, from 9/5/2016 to 5/23/2017

Evidence of Completion

RTI:B, office referrals, citizenship grades, observations

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

 = Problem Solving Step  S123456 = Quick Key


G1. If we increase rigor with the implementation of purposeful planning which includes: Data analysis, unpacking standards, higher order questioning, guided planning, written extensions, and peer to peer collaboration, then student achievement will increase in all academic areas. 1

 G080043

G1.B1 Data Driven Instruction for Planning and Delivery 2

 B211194

G1.B1.S1 Teachers will meet collaboratively in grade level meetings to discuss data and appropriate strategies for differentiation to support the needs of all students. ESE teachers will also collaborate with general education teachers during these meetings to review data and progress inclusion students are making toward goals. 4

 S223288

Strategy Rationale

When teachers analyze data each week to make informative decisions regarding curriculum and instruction, student achievement will increase.

Action Step 1 5

Weekly grade level meetings will include data analysis.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/16/2016 to 5/16/2017

Evidence of Completion

Grade chair provides an agenda to the team, notes are documented from each meeting, and agendas/notes are shared weekly with administration. Evidence will also be noted in lesson planning and data notebook reviews.

Action Step 2 5

All students identified with disabilities will be served in the general education setting through the inclusion model with multi tiered level of support system and support of Exceptional Student Educators working with general education teachers.

Person Responsible

Jennifer Sewell

Schedule

Daily, from 8/22/2016 to 5/19/2017

Evidence of Completion

Classroom Walkthroughs, data meetings, IEP meetings, MTSS meetings,

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

Data notebooks and lesson plans will be reviewed by administration as well as walkthrough observations will conducted to oversee instruction.

Person Responsible

Jennifer Sewell

Schedule

Monthly, from 9/5/2016 to 5/15/2017

Evidence of Completion

walkthrough observations, E3 data, data notebooks, lesson plans

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

Weekly walkthroughs will be done by administration to look for evidence of data driven instruction and differentiation.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/29/2016 to 5/15/2017

Evidence of Completion

Student engagement and differentiated instruction in small groups will be observed, lesson plans, student data

G1.B1.S2 Teachers will meet weekly with MTSS coach and review data for all students in the tier process for academics and behavior. 4

 S223289

Strategy Rationale

When teachers collaboratively review data with curriculum specialists, positive informed decisions are made to improve instruction.

Action Step 1 5

Teachers will meet weekly for guided planning with MTSS coach and administration.

Person Responsible

Alison Brantley

Schedule

Weekly, from 8/25/2016 to 5/11/2017

Evidence of Completion

lesson plans, observation

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrative Team will participate in weekly guided planning session with teachers and MTSS coach.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/25/2016 to 5/11/2017

Evidence of Completion

classroom observations, lesson plans, small group instruction, MTSS data, E3 feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Differentiated instruction will be observed through walkthroughs and E3 observations.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/29/2016 to 5/15/2017

Evidence of Completion

E3 feedback, observations, student data, lesson plans

G1.B2 Understanding Florida Standards 2

 B211195

G1.B2.S1 Teachers will work closely with subject area specialists from the district to broaden their understanding of the standards at each grade level. In addition to this, teachers will work with our site level expert, MTSS Coach, during weekly guided planning to unpack standards and ensure appropriate standards are being taught to fidelity. 4

 S223290

Strategy Rationale

Weekly guided planning focused on unpacking standards and providing differentiated instruction for all students will improve academic performance.

Action Step 1 5

Ongoing professional development in unpacking standards at each grade level.

Person Responsible

Alison Brantley

Schedule

Weekly, from 8/25/2016 to 5/18/2017

Evidence of Completion

Various data will be used to support effectiveness of this strategy such as: DE, weekly assessments, FSA, DRA, STAR, and observation in the classroom during instruction by administration.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lesson plans will be monitored for evidence of standard specific goals as well as differentiation of instruction through small group planning.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/29/2016 to 5/15/2017

Evidence of Completion

classroom walkthroughs, observations, E3, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Differentiated instruction will be observed during classroom walkthroughs and observations.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

classroom walkthroughs, lesson plans, E3 observations, student achievement

G1.B2.S2 Teachers will participate in ongoing professional development to increase knowledge of curriculum and research based strategies to implement such as CIS, unpacking the standards, vision 2020, personalized learning. This will be provided by district curriculum specialists and followed up by site level specialists. 4

 S223291

Strategy Rationale

Ongoing professional development in curriculum and standards will increase teacher knowledge and therefore increase student achievement.

Action Step 1 5

Teachers will participate in professional development provided by district curriculum specialists: CIS, vision 2020, personalized learning, thinking maps, etc.

Person Responsible

Jennifer Sewell

Schedule

Monthly, from 7/18/2016 to 5/19/2017

Evidence of Completion

FSA, DE, DRA, District assessments, weekly assessments, and classroom observations

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Classroom walkthroughs and observations will be done routinely to look for evidence of standard specific goals, student engagement, differentiated instruction, and implementation of research based strategies.

Person Responsible

Jennifer Sewell

Schedule

Weekly, from 8/29/2016 to 5/19/2017

Evidence of Completion

E3 observations/feedback, student data, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Student data will be reviewed periodically to monitor progress toward goals.

Person Responsible

Jennifer Sewell


Schedule

Monthly, from 8/29/2016 to 5/29/2017


Evidence of Completion

FSA, DRA, DE, report card grades, district assessments

G2. If student engagement and motivation to learn is increased, then student achievement will improve in all academic areas. 1

 G080044

G2.B3 Behavior Management 2

 B211200

G2.B3.S1 Teachers will participate in professional development to enhance positive behavior strategies in the classroom such as: PBIS, Capturing Kids Hearts, and LEAPS. 4

 S223294

Strategy Rationale

When teachers have curriculum and strategies to reinforce positive behavior through behavior modification programs, students behavior will improve and student achievement will increase.

Action Step 1 5

Professional Development in PBIS, Capturing Kids Heart, and LEAPS.

Person Responsible

Jennifer Sewell

Schedule

Monthly, from 8/8/2016 to 5/16/2017

Evidence of Completion

G2.B3.S2 School-wide behavior monitoring through use of RTI:B,online data base, and implementation of Learning Earnings, online reward and recognition program for students. 4

S223295

Strategy Rationale

When teachers and staff analyze behavior data and provide interventions where needed and reward positive behavior, student behavior will improve and student achievement will increase.

Action Step 1 5

Implementation of Learning Earnings and RTI:B monitoring.

Person Responsible

Jennifer Sewell

Schedule

Quarterly, from 8/15/2016 to 5/17/2017

Evidence of Completion

RTI:B data, citizenship grades, office referrals, classroom observations

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Teachers utilizing key concepts from Capturing Kids Heart and PBIS to build relationships with students.

Person Responsible

Jennifer Sewell

Schedule

Monthly, from 8/15/2016 to 5/19/2017

Evidence of Completion

RTI:B data, citizenship grades, classroom observations, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Teachers will demonstrate an understanding of the LEAPS program for behavior modification and exhibit a higher percentage of students with positive behavior.

Person Responsible

Jennifer Sewell

Schedule

Daily, from 9/5/2016 to 5/19/2017






Evidence of Completion

Classroom walkthroughs and observations, lesson plans, RTI:B data, office referral data, citizenship grades

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S2.MA1 M280122	Administrative Team will participate in weekly guided planning session with teachers and MTSS...	Sewell, Jennifer	8/25/2016	classroom observations, lesson plans, small group instruction, MTSS data, E3 feedback	5/11/2017 weekly
G1.B1.S2.A1 A282119	Teachers will meet weekly for guided planning with MTSS coach and administration.	Brantley, Alison	8/25/2016	lesson plans, observation	5/11/2017 weekly
G1.B1.S1.MA1 M280119	Weekly walkthroughs will be done by administration to look for evidence of data driven instruction...	Sewell, Jennifer	8/29/2016	Student engagement and differentiated instruction in small groups will be observed, lesson plans, student data	5/15/2017 weekly
G1.B1.S1.MA1 M280120	Data notebooks and lesson plans will be reviewed by administration as well as walkthrough...	Sewell, Jennifer	9/5/2016	walkthrough observations, E3 data, data notebooks, lesson plans	5/15/2017 monthly
G1.B2.S1.MA1 M280124	Lesson plans will be monitored for evidence of standard specific goals as well as differentiation...	Sewell, Jennifer	8/29/2016	classroom walkthroughs, observations, E3, lesson plans	5/15/2017 weekly
G1.B1.S2.MA1 M280121	Differentiated instruction will be observed through walkthroughs and E3 observations.	Sewell, Jennifer	8/29/2016	E3 feedback, observations, student data, lesson plans	5/15/2017 weekly
G1.B1.S1.A1 A282117	Weekly grade level meetings will include data analysis.	Sewell, Jennifer	8/16/2016	Grade chair provides an agenda to the team, notes are documented from each meeting, and agendas/notes are shared weekly with administration. Evidence will also be noted in lesson planning and data notebook reviews.	5/16/2017 weekly
G2.B3.S1.A1 A282124	Professional Development in PBIS, Capturing Kids Heart, and LEAPS.	Sewell, Jennifer	8/8/2016		5/16/2017 monthly
G2.B3.S2.A1 A282125	Implementation of Learning Earnings and RTI:B monitoring.	Sewell, Jennifer	8/15/2016	RTI:B data, citizenship grades, office referrals, classroom observations	5/17/2017 quarterly
G1.B2.S1.A1 A282120	Ongoing professional development in unpacking standards at each grade level.	Brantley, Alison	8/25/2016	Various data will be used to support effectiveness of this strategy such as: DE, weekly assessments, FSA, DRA, STAR, and observation in the classroom during instruction by administration.	5/18/2017 weekly
G1.MA1 M280127	Teachers will demonstrate knowledge of effective lesson delivery and planning to include higher...	Sewell, Jennifer	8/25/2016	In Observations and Feedback, administration will look for standard specific goals, higher-order questioning in peer to peer collaboration, student achievement as evidenced in data notebook review, lesson plans, and student journals. Administration and MTSS coach will meet with grade levels to discuss Discovery Education data. Grade levels will meet monthly to discuss data to reflect and adjust curriculum needs.	5/19/2017 weekly
G1.B1.S1.A2 A282118	All students identified with disabilities will be served in the general education setting through...	Sewell, Jennifer	8/22/2016	Classroom Walkthroughs, data meetings, IEP meetings, MTSS meetings,	5/19/2017 daily
G1.B2.S1.MA1 M280123	Differentiated instruction will be observed during classroom walkthroughs and observations.	Sewell, Jennifer	8/29/2016	classroom walkthroughs, lesson plans, E3 observations, student achievement	5/19/2017 weekly
G1.B2.S2.MA1 M280126	Classroom walkthroughs and observations will be done routinely to look for evidence of standard...	Sewell, Jennifer	8/29/2016	E3 observations/feedback, student data, lesson plans	5/19/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S2.A1  A282121	Teachers will participate in professional development provided by district curriculum specialists:...	Sewell, Jennifer	7/18/2016	FSA, DE, DRA, District assessments, weekly assessments, and classroom observations	5/19/2017 monthly
G2.B3.S2.MA1  M280132	Teachers will demonstrate an understanding of the LEAPS program for behavior modification and...	Sewell, Jennifer	9/5/2016	Classroom walkthroughs and observations, lesson plans, RTI:B data, office referral data, citizenship grades	5/19/2017 daily
G2.B3.S2.MA1  M280133	Teachers utilizing key concepts from Capturing Kids Heart and PBIS to build relationships with...	Sewell, Jennifer	8/15/2016	RTI:B data, citizenship grades, classroom observations, lesson plans	5/19/2017 monthly
G2.MA1  M280134	Administration and behavior coach will continuously visit classrooms and review data on positive...	Sewell, Jennifer	9/5/2016	RTI:B, office referrals, citizenship grades, observations	5/23/2017 daily
G1.B2.S2.MA1  M280125	Student data will be reviewed periodically to monitor progress toward goals.	Sewell, Jennifer	8/29/2016	FSA, DRA, DE, report card grades, district assessments	5/29/2017 monthly

V. Professional Development Opportunities

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

G1. If we increase rigor with the implementation of purposeful planning which includes: Data analysis, unpacking standards, higher order questioning, guided planning, written extensions, and peer to peer collaboration, then student achievement will increase in all academic areas.

G1.B1 Data Driven Instruction for Planning and Delivery

G1.B1.S2 Teachers will meet weekly with MTSS coach and review data for all students in the tier process for academics and behavior.

PD Opportunity 1

Teachers will meet weekly for guided planning with MTSS coach and administration.

Facilitator

Brantley, Alison

Participants

Teachers, ESP, MTSS coach, Administration

Schedule

Weekly, from 8/25/2016 to 5/11/2017

G1.B2 Understanding Florida Standards

G1.B2.S1 Teachers will work closely with subject area specialists from the district to broaden their understanding of the standards at each grade level. In addition to this, teachers will work with our site level expert, MTSS Coach, during weekly guided planning to unpack standards and ensure appropriate standards are being taught to fidelity.

PD Opportunity 1

Ongoing professional development in unpacking standards at each grade level.

Facilitator

Brantley, Alison; Marsh, Lisa; Barton, Tammy

Participants

All teachers k-5 and ESPs that choose to attend.

Schedule

Weekly, from 8/25/2016 to 5/18/2017

G1.B2.S2 Teachers will participate in ongoing professional development to increase knowledge of curriculum and research based strategies to implement such as CIS, unpacking the standards, vision 2020, personalized learning. This will be provided by district curriculum specialists and followed up by site level specialists.

PD Opportunity 1

Teachers will participate in professional development provided by district curriculum specialists: CIS, vision 2020, personalized learning, thinking maps, etc.

Facilitator

Lisa Marsh, Tammy Barton, Jodie Broussard, Alison Brantley

Participants

Teachers, Interns, student teachers, ESPs that choose to attend, administration

Schedule

Monthly, from 7/18/2016 to 5/19/2017

G2. If student engagement and motivation to learn is increased, then student achievement will improve in all academic areas.

G2.B3 Behavior Management

G2.B3.S1 Teachers will participate in professional development to enhance positive behavior strategies in the classroom such as: PBIS, Capturing Kids Hearts, and LEAPS.

PD Opportunity 1

Professional Development in PBIS, Capturing Kids Heart, and LEAPS.

Facilitator

Maria Cardoso, Scotti Mason, CKH representative

Participants

Teachers, Interns, Student Teachers, ESPs, and Admin

Schedule

Monthly, from 8/8/2016 to 5/16/2017

G2.B3.S2 School-wide behavior monitoring through use of RTI:B,online data base, and implementation of Learning Earnings, online reward and recognition program for students.

PD Opportunity 1

Implementation of Learning Earnings and RTI:B monitoring.

Facilitator

Maria Cardoso, Gail O'Neal, Scotti Mason, Jennifer Sewell, Kristin Cain

Participants

Teachers, Interns, Student Teachers, ESPs, Administration

Schedule

Quarterly, from 8/15/2016 to 5/17/2017

VII. Budget						
1	G1.B1.S1.A1	Weekly grade level meetings will include data analysis.				\$0.00
2	G1.B1.S1.A2	All students identified with disabilities will be served in the general education setting through the inclusion model with multi tiered level of support system and support of Exceptional Student Educators working with general education teachers.				\$0.00
3	G1.B1.S2.A1	Teachers will meet weekly for guided planning with MTSS coach and administration.				\$63,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	0111 - Brentwood Elementary School	Title I, Part A		\$63,000.00
			Notes: Cost of a Rti/Instructional Facilitator			
4	G1.B2.S1.A1	Ongoing professional development in unpacking standards at each grade level.				\$0.00
5	G1.B2.S2.A1	Teachers will participate in professional development provided by district curriculum specialists: CIS, vision 2020, personalized learning, thinking maps, etc.				\$119,646.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6500	160-Other Support Personnel	0111 - Brentwood Elementary School	Title I, Part A		\$63,000.00
			Notes: Thinking Maps Trainer and Reading Resource Teacher			
	6500	750-Other Personal Services	0111 - Brentwood Elementary School	Title I, Part A		\$30,736.00
			Notes: Technician (Professional)			
	6150		0111 - Brentwood Elementary School	Title I, Part A		\$25,910.00

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			<i>Notes: 2 part time (19/5 Hours per week) Tech Assistants to provide catch-up growth to students</i>			
6	G2.B3.S1.A1	Professional Development in PBIS, Capturing Kids Heart, and LEAPS.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	120-Classroom Teachers	0111 - Brentwood Elementary School			\$2,000.00
			<i>Notes: Capturing Kids Hearts training for new teachers this summer - \$1680.00</i>			
7	G2.B3.S2.A1	Implementation of Learning Earnings and RTI:B monitoring.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1382	690-Computer Software	0111 - Brentwood Elementary School			\$3,500.00
			<i>Notes: Earning Learnings - \$1500.00 LEAPS online behavior program - \$2000.00</i>			
Total:						\$188,146.00