

Duval County Public Schools

Brentwood Elementary School



2017-18 Schoolwide Improvement Plan

Brentwood Elementary School

3750 SPRINGFIELD BLVD, Jacksonville, FL 32206

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	97%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	D	F*	F

**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 Duval 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Brentwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. 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.

2. School Environment

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

Each of our students have diverse backgrounds and unique life experiences, interest, and learning styles. Our goal is to genuinely work with each student and use our knowledge about them to guide, support and motivate their learning. We engage various strategies, activities, and events ensure that relationships are between students, teachers, and parents. For example, we use our breakfast time, lunch times, and events events such as Dad's take your kids to school, Dad's & Donuts, Muffins & Moms, Parent Conferences, Open Houses, orientations, and community events to continuously learn about and build relationships between teachers, students, and parents.

b. 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 and high expectations of amiable behaviors among all students, faculty, and staff. We have both systems and structures for the intake, daily transitions, lunch times, and dismissal procedures that proactively counteracts the potential for undesired behaviors. All administration, teachers, and staff members are assigned posts to monitor student activity throughout the school day. Our students actively participate and have ownership of these strategies through our Tots and Patrols programs. These students serve as partners and models of school wide policies.

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.

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) and classroom DOJO to give our students concrete tools for monitoring their own behavior. We encourage positive reinforcement via our Dolphin Dollars programs that students can earn money for making good/positive choices. Once bucks are accumulated the students are allowed to visit Brent Mart store and purchase items (throughout each nine weeks). We implement a tiered Response to Interventions and Behavior with our Peer Mediation Program for students who shows significant social emotional signs of needing more support and monitoring of their behaviors. We utilize

interventions suitable for discouraging unwanted behavior via the District approved Positive Behavior Support Initiative and Specialist. Our goal here at Brentwood Elementary is to foster an environment that develops the academic, social, and emotional success of all students.

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.

The mission of the Brentwood Elementary School Counseling Program is to enable all students to experience educational success by providing guidance in the areas of academic, career, and personal-social development; counseling to help students overcome challenges that interfere with learning; and advocacy for an environment that supports high achievement for all students. Through the school counseling program, students become effective learners and responsible students. Our Mission is to provide a comprehensive developmental counseling program in collaboration with other educators, families and community partners to meet the needs of all students: address barriers to learning, and prepare students to become productive members of society. Through constant professional development, our school counselor ensures that the latest strategies and techniques are being utilized to accommodate the needs of our students. With the help of outside agencies such as Full Service Schools, Big Brothers Big Sisters Programs, and Dignity U Wear, Daniel services and others, we ensure that the needs of all our students are met. Throughout the school year there are group counseling sessions offered through our RTI strategies for all students.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 Counselor contacts parents/guardians 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 identified immediately for academic support. Our goal is to provide interventions before the students receive failing grades on their final report cards.

Students who earned a level 1 in Reading and/or Math on the state assessments are also identified to receive additional support and wrap around services in the core content areas of need. Brentwood Elementary now has three reading interventionists that provide intensive reading interventions for low performing readers in grades K- 5. The interventionists provide continuous foundational reading instruction for students that perform below achievement on their I-Ready Reading and Achieve 3000 diagnostics. Students also receive additional interventions during content area centers that are differentiated to their needs.

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	8	30	21	15	12	22	0	0	0	0	0	0	0	108
One or more suspensions	0	3	3	2	0	0	0	0	0	0	0	0	0	8
Course failure in ELA or Math	0	0	0	4	0	0	0	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	10	10	13	0	0	0	0	0	0	0	33
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	1	2	0	0	0	0	0	0	0	0	0	3

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

Progress monitoring of course success - progress reports and report cards are reviewed each nine weeks to identify students who need additional support in reading, writing math, and science.

Students participate in data driven differentiated center to skill build in the areas of their needs for reading, math, and science content.

We have 3 Reading Interventionist who work with students grades K-5 to provide students with remediation and interventions.

School counselor tracks, monitors, and responds to the social-emotional needs of students with IEPs, attendance interventions, and behavioral support.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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

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.

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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Richie, Natalya	Assistant Principal
Benjamin, Shandon	Instructional Coach
Jones, Jacqueline	Principal
Kirkland, Monica	Other

b. Duties

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

- Principal/Assistant Principal (Jacqueline Jones/Natalya Richie): Provides a common vision for the use of data-based decision-making; ensures that the school-based team is implementing Rtl; conducts assessment of Rtl skills of school staff; ensures implementation of intervention support and documentation requirements; ensures adequate professional development to support Rtl implementation; and communicates with parents regarding school-based Rtl plans and activities.
- Academic Coaches/Interventionist (Fox/Wright/Kirkland): 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 and Maycock): 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 (Richie): 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

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sabrina Blake	Business/Community
Angela Harris	Business/Community
Jacqueline Jones	Principal
Juanita Senior	Business/Community
Abigail Norton	Teacher
	Student
Marc Dickerson	Business/Community
Kathleen Krizek	Business/Community
Sydney Populus	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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 regarded 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.

b. 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.

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

The SAC committee discusses issues such as student academic achievement, teacher attrition and retention strategies, supplemental resources to advance literacy.

2. 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.

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
Jones, Jacqueline	Principal
Richie, Natalya	Assistant Principal
Tomko, Anne	Teacher, K-12
Wright, Elton	Instructional Coach

b. Duties

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

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, remediation, interventions, and enrichment during the center rotations.

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

Additionally, we continuously promote reading with our Dolphin Reading Challenge (25+ books) and provide additional learning opportunities for the proficient readers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers continue to participate in the New Teacher Project (TNTP)/ Gallup surveys. The data is used to identify the preferences and needs of our teachers. Data continues to indicate that teachers thrive from their Professional Learning Communities (PLC)/ collaboration time. We have flexed our school schedule to provide teachers with a common daily planning time that allows them to meet with their grade level peers more frequently. They use the time to review (Curriculum Guides CG's), data, and student work that is aligned with standards and objectives.

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.

2. 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.

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

Monica Kirkland, Professional Development Facilitator (PDF) along with the administration team assigns mentors and conduct weekly meetings with new teachers. Administrators, Mentors and the PDF conduct observations, shadow and provide feedback. They also assist novice teachers with completion of their MINT portfolios.

New teachers to Brentwood are assigned a buddy teacher to assist with the way of work and expands relationships with their Brentwood family.

Welcome to Brentwood Meet and Greet meeting are held in Early August to introduce all new teachers and conduct pulse surveys of how they learn and what they need to know. An annual professional development plan is established to respond to the professional learning needs of all teachers. Additionally teachers attend recommended training's including but not limited to those for classroom management, Performance Matters, iReady, Achieve 3000, ZEARN, No Nonsense Nurture, Trust based relationships, Tough Kids, Code of Ethics, and CAST. They also attend the Teacher's Academy during the first week of August.

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.

The core instructional programs are developed by our districts core academic curriculum Duval Reads and Duval Maths that are uniquely aligned to Florida Standards and its grade level assessments. The curriculum is readily accessible to teachers, students, and parents with a plethora of resources and supplemented with Blended Learning modalities: iReady, Achieve 3000, Zearn.org, Pendlearning.com. Teachers participate in common plannings to review curriculum, collaborate about strategies, interventions, remediations, enrichments, and alignment with Item Specifications. They also evaluate student work with the Equip protocol, to ensure that the level of classroom instruction aligns with the expectations outlined in the standards.

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.

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 seek additional strategies and district support to include the School Counselor, reading Interventionist, coaches, specialist and ESE teachers.

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: 1,080

Brentwood Elementary School uses various opportunities to increase quality learning. Morning tutoring and Saturday School is used to enrich and accelerate skill development.

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

Jones, Jacqueline, jonesj@duvalschools.org

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

Data is collected by continuous progress monitoring (pre/post, classroom data, blended learning platforms) 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

Jones, Jacqueline, jonesj@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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

We vertically plan to ensure students have learning experiences that build upon skill development at each grade level.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 Brentwood Elementary SOTA , implements a school-wide plan with systematic and explicit approaches to advance literacy all students will make significant growth in all domains of reading.
- G2.** If Brentwood Elementary SOTA implements a school-wide system of supports for the socio-emotional needs of all stakeholders, then highly respectful behaviors and student academic achievement will increase across grade levels and content areas.
- G3.** If Brentwood Elementary SOTA strengthens the Performing and Visual Arts to advance the learning modalities of the whole child, then student achievement will increase across and grade levels and content 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 Brentwood Elementary SOTA , implements a school-wide plan with systematic and explicit approaches to advance literacy all students will make significant growth in all domains of reading. 1a

G094449

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	36.0
FSA Mathematics Achievement	48.0
FCAT 2.0 Science Proficiency	41.0

Targeted Barriers to Achieving the Goal 3

- 31% proficient per FSA 2016-2017 Reading data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly Common Planning
- District Content Area Specialist (Reading, Science and Math)
- District bi-weekly virtual learning (Common planning and early release)
- Reading Coach
- Administrators who specialize in core content areas
- Reading Interventionist

Plan to Monitor Progress Toward G1. 8

Quarterly Survey for effectiveness of PLC's (school-based)

Person Responsible

Natalya Richie

Schedule

Quarterly, from 8/7/2017 to 7/6/2018

Evidence of Completion

Quarterly comparing the 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 6/8/2018

Evidence of Completion

Survey of effectiveness of PLC's (school-based) and End of the year survey(district)

G2. If Brentwood Elementary SOTA implements a school-wide system of supports for the socio-emotional needs of all stakeholders, then highly respectful behaviors and student academic achievement will increase across grade levels and content areas. 1a

G094450

Targets Supported 1b

Indicator	Annual Target
Discipline incidents	

Targeted Barriers to Achieving the Goal 3

- Need of school wide systems and structures to proactively discourage undesired behaviors.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Full Service Schools
- School Psychologist
- ESE liason
- Community support for restorative justice
- PBIS Specialist
- Daniel Memorial Services
- Security Guard
- School Managers
- School Resource Officer
- Trust Based Relationships Toolkit
- No Nonsense Nurturer Implementation

Plan to Monitor Progress Toward G2. 8

Discipline reports, ClassDojo reports, HERO reports, climate surveys (parents, teachers, and students)

Person Responsible

Jacqueline Jones

Schedule

Quarterly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Teacher TNTP survey (climate survey), Student climate survey, parent climate survey, discipline data report, PBIS notes

G3. If Brentwood Elementary SOTA strengthens the Performing and Visual Arts to advance the learning modalities of the whole child, then student achievement will increase across and grade levels and content areas. 1a

G094451

Targets Supported 1b

Indicator	Annual Target
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Targeted Barriers to Achieving the Goal 3

- Need of time for implementing the performing arts.
- Need of promotion and support of the performing arts

Resources Available to Help Reduce or Eliminate the Barriers 2

- Dedicated resource time for performing arts.
- Full time art, music, dance, and media resource teachers
- Art Studio
- Dedicated Dance Classroom
- Dedicated Music Classroom
- Black Box Theater
- Weekly Common Planning among art resource teachers
- Weekly PLC time

Plan to Monitor Progress Toward G3. 8

Quarterly Survey for effectiveness of the Performing and Visual Arts (school-based)

Person Responsible

Jacqueline Jones

Schedule

Quarterly, from 10/2/2017 to 6/5/2018

Evidence of Completion

Quarterly comparing the effectiveness of the Performing and Visual Arts (Survey Monkey)

Plan to Monitor Progress Toward G3. 8

End of Year Survey for effectiveness of the Performing and Visual Arts (school-based)

Person Responsible

Jacqueline Jones

Schedule

On 6/1/2018

Evidence of Completion

Survey of effectiveness of Performing and Visual Arts (school-based)

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 Brentwood Elementary SOTA , implements a school-wide plan with systematic and explicit approaches to advance literacy all students will make significant growth in all domains of reading. **1**

 G094449

G1.B1 • 31% proficient per FSA 2016-2017 Reading data. **2**

 B253684

G1.B1.S3 On-going monitoring of the instructional practices implemented during professional learning communities and provide constructive feedback with suggestions on how to improve literacy achievement and instructional delivery. **4**

 S267946

Strategy Rationale

Instructional strategies will improve throughout the content levels.

Action Step 1 **5**

The leadership team will conduct professional development communities.

Person Responsible

Natalya Richie

Schedule

Weekly, from 8/7/2017 to 6/8/2018

Evidence of Completion

agenda, minutes, exit tickets, attendance, accountability follow-up

Action Step 2 **5**

The leadership team to participate instructional walkthroughs.

Person Responsible

Jacqueline Jones

Schedule

Biweekly, from 8/7/2017 to 6/8/2018

Evidence of Completion

Feedback Forms

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Principal and Assistance Principal will provide feedback pertaining to instructional expectations.

Person Responsible

Jacqueline Jones

Schedule

Biweekly, from 8/7/2017 to 7/6/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Instructional Coaches will provide continuous feedback on implementation of instructional strategies from PLC.

Person Responsible

Shandon Benjamin

Schedule

Weekly, from 8/7/2017 to 6/8/2018

Evidence of Completion

Follow-up correspondence

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Teachers will participate in a (pre and post) survey pertaining to the effectiveness of professional development.

Person Responsible

Natalya Richie

Schedule

Quarterly, from 8/7/2017 to 6/8/2018

Evidence of Completion

Data analysis will be performed on the survey results.

G2. If Brentwood Elementary SOTA implements a school-wide system of supports for the socio-emotional needs of all stakeholders, then highly respectful behaviors and student academic achievement will increase across grade levels and content areas. 1

G094450

G2.B1 Need of school wide systems and structures to proactively discourage undesired behaviors. 2

B253687

G2.B1.S1 Implementation of school wide reward systems. 4

S267947

Strategy Rationale

Promote and increase positive behaviors school wide.

Action Step 1 5

Implement a school wide system where students, faculty, staff and parents are rewarded with dolphin dollars for exhibiting positive behaviors.

Person Responsible

Jacqueline Jones

Schedule

Daily, from 8/7/2017 to 6/8/2018

Evidence of Completion

dolphin store log, dolphin dollars daily log

Action Step 2 5

Implement school wide reward system expectation for classroom teachers.

Person Responsible

Natalya Richie

Schedule

Biweekly, from 8/7/2017 to 6/8/2018

Evidence of Completion

ClassDojo report, Hero report, teacher surveys, student surveys

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

Dolphin dollars daily logs will be reviewed to see how many dollars are being distributed and what behaviors were recognized.

Person Responsible

Natalya Richie

Schedule

Biweekly, from 10/23/2017 to 6/8/2018

Evidence of Completion

Dolphin Dollars daily log

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

ClassDojo reports will be reviewed to see how many teachers are rewarding students consistently.

Person Responsible

Natalya Richie

Schedule

Biweekly, from 10/23/2017 to 6/8/2018

Evidence of Completion

ClassDojo report, student surveys

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

Meetings will be held with faculty staff and students to reflect on the effectiveness of the dolphin dollar reward system and determine what changes could be implemented to improve the reward system.

Person Responsible

Natalya Richie

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

minutes from meetings, online survey results

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

Survey teachers and students for feedback of the effectiveness of ClassDojo

Person Responsible

Natalya Richie

Schedule

Every 2 Months, from 9/4/2017 to 6/1/2018

Evidence of Completion

online survey results

G3. If Brentwood Elementary SOTA strengthens the Performing and Visual Arts to advance the learning modalities of the whole child, then student achievement will increase across and grade levels and content areas. 1

G094451

G3.B1 Need of time for implementing the performing arts. 2

B253689

G3.B1.S1 Increasing the time allotted for resources from 45 minutes to 60 minutes daily. 4

S267948

Strategy Rationale

To increase students access to the performing arts on a daily basis.

Action Step 1 5

School schedule revised to incorporate a 60 minute resource block daily.

Person Responsible

Natalya Richie

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

School Resource Schedule

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

The school wide daily resource schedule will be utilized to implement 60 minute daily resources.

Person Responsible

Natalya Richie

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

The school wide resource schedule.

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

Performing and Visual Arts Class observations and walk throughs

Person Responsible

Natalya Richie

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Beginning and end of the year assessments, review lesson plans, and conduct mid year reviews of Individual Professional Development Plans

G3.B2 Need of promotion and support of the performing arts **2**

 B253690

G3.B2.S1 A quarterly "Night of the Arts" will showcase our students and their work within the performing arts. **4**

 S267950

Strategy Rationale

As stakeholders become involved with performing arts an expanding network of supporters will evolve

Action Step 1 **5**

Advertisement of the "Night of the Arts"

Person Responsible

Jacqueline Jones

Schedule

Quarterly, from 10/2/2017 to 6/2/2018

Evidence of Completion

Flyers, Phone Call-Outs, Parent Newsletters, Programs, Marquee Sign, Scrolling Announcements

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Collection of advertisements sent to stakeholders

Person Responsible

Anne Tomko

Schedule

Monthly, from 10/2/2017 to 6/1/2018

Evidence of Completion

Flyers, Phone Call-Outs, Parent Newsletters, Programs, Marquee Sign, Scrolling Announcements

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

We will monitor the number of participants (students and parents/guardians/community members)

Person Responsible

Anne Tomko

Schedule

Quarterly, from 10/2/2017 to 6/1/2018

Evidence of Completion

The number of participants should increase as awareness of the arts increases.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.MA1 M380807	Discipline reports, ClassDojo reports, HERO reports, climate surveys(parents, teachers, and...	Jones, Jacqueline	9/4/2017	Teacher TNTP survey (climate survey), Student climate survey, parent climate survey, discipline data report, PBIS notes	6/1/2018 quarterly
G3.MA2 M380813	End of Year Survey for effectiveness of the Performing and Visual Arts (school-based)	Jones, Jacqueline	6/1/2017	Survey of effectiveness of Performing and Visual Arts (school-based)	6/1/2018 one-time
G2.B1.S1.MA1 M380803	Meetings will be held with faculty staff and students to reflect on the effectiveness of the...	Richie, Natalya	10/2/2017	minutes from meetings, online survey results	6/1/2018 monthly
G2.B1.S1.MA4 M380804	Survey teachers and students for feedback of the effectiveness of ClassDojo	Richie, Natalya	9/4/2017	online survey results	6/1/2018 every-2-months
G3.B1.S1.MA1 M380808	Performing and Visual Arts Class observations and walk throughs	Richie, Natalya	8/14/2017	Beginning and end of the year assessments, review lesson plans, and conduct mid year reviews of Individual Professional Development Plans	6/1/2018 monthly
G3.B1.S1.MA1 M380809	The school wide daily resource schedule will be utilized to implement 60 minute daily resources.	Richie, Natalya	8/14/2017	The school wide resource schedule.	6/1/2018 daily
G3.B1.S1.A1 A356567	School schedule revised to incorporate a 60 minute resource block daily.	Richie, Natalya	8/7/2017	School Resource Schedule	6/1/2018 daily
G3.B2.S1.MA1 M380810	We will monitor the number of participants (students and parents/guardians/community members)	Tomko, Anne	10/2/2017	The number of participants should increase as awareness of the arts increases.	6/1/2018 quarterly
G3.B2.S1.MA1 M380811	Collection of advertisements sent to stakeholders	Tomko, Anne	10/2/2017	Flyers, Phone Call-Outs, Parent Newsletters, Programs, Marquee Sign, Scrolling Annoucements	6/1/2018 monthly
G3.B2.S1.A1 A356568	Advertisement of the "Night of the Arts"	Jones, Jacqueline	10/2/2017	Flyers, Phone Call-Outs, Parent Newsletters, Programs, Marquee Sign, Scrolling Annoucements	6/2/2018 quarterly
G3.MA1 M380812	Quarterly Survey for effectiveness of the Performing and Visual Arts (school-based)	Jones, Jacqueline	10/2/2017	Quarterly comparing the effectiveness of the Performing and Visual Arts (Survey Monkey)	6/5/2018 quarterly
G1.MA2 M380802	End of the year survey for effectiveness of PLC's	Benjamin, Shandon	8/7/2017	Survey of effectiveness of PLC's (school-based) and End of the year survey(district)	6/8/2018 one-time
G2.B1.S1.MA1 M380805	Dolphin dollars daily logs will be reviewed to see how many dollars are being distributed and what...	Richie, Natalya	10/23/2017	Dolphin Dollars daily log	6/8/2018 biweekly
G2.B1.S1.MA2 M380806	ClassDojo reports will be reviewed to see how many teachers are rewarding students consistently.	Richie, Natalya	10/23/2017	ClassDojo report, student surveys	6/8/2018 biweekly
G2.B1.S1.A1 A356565	Implement a school wide system where students, faculty, staff and parents are rewarded with dolphin...	Jones, Jacqueline	8/7/2017	dolphin store log, dolphin dollars daily log	6/8/2018 daily
G2.B1.S1.A2 A356566	Implement school wide reward system expectation for classroom teachers.	Richie, Natalya	8/7/2017	ClassDojo report, Hero report, teacher surveys, student surveys	6/8/2018 biweekly
G1.B1.S3.MA1 M380798	Teachers will participate in a (pre and post) survey pertaining to the effectiveness of...	Richie, Natalya	8/7/2017	Data analysis will be performed on the survey results.	6/8/2018 quarterly
G1.B1.S3.MA2 M380800	Instructional Coaches will provide continuous feedback on implementation of instructional...	Benjamin, Shandon	8/7/2017	Follow-up correspondence	6/8/2018 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.B1.S3.A1  A356563	The leadership team will conduct professional development communities.	Richie, Natalya	8/7/2017	agenda, minutes, exit tickets, attendance, accountability follow-up	6/8/2018 weekly
G1.B1.S3.A2  A356564	The leadership team to participate instructional walkthroughs.	Jones, Jacqueline	8/7/2017	Feedback Forms	6/8/2018 biweekly
G1.MA1  M380801	Quarterly Survey for effectiveness of PLC's (school-based)	Richie, Natalya	8/7/2017	Quarterly comparing the effectiveness of PLC's (Survey Monkey)	7/6/2018 quarterly
G1.B1.S3.MA1  M380799	Principal and Assistance Principal will provide feedback pertaining to instructional expectations.	Jones, Jacqueline	8/7/2017		7/6/2018 biweekly

V. Professional Development Opportunities

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

G1. If Brentwood Elementary SOTA , implements a school-wide plan with systematic and explicit approaches to advance literacy all students will make significant growth in all domains of reading.

G1.B1 • 31% proficient per FSA 2016-2017 Reading data.

G1.B1.S3 On-going monitoring of the instructional practices implemented during professional learning communities and provide constructive feedback with suggestions on how to improve literacy achievement and instructional delivery.

PD Opportunity 1

The leadership team will conduct professional development communities.

Facilitator

Jacqueline Jones,Natayla Richie , Shandon Benjamin-Fox

Participants

All content area teachers

Schedule

Weekly, from 8/7/2017 to 6/8/2018

G2. If Brentwood Elementary SOTA implements a school-wide system of supports for the socio-emotional needs of all stakeholders,then highly respectful behaviors and student academic achievement will increase across grade levels and content areas.

G2.B1 Need of school wide systems and structures to proactively discourage undesired behaviors.

G2.B1.S1 Implementation of school wide reward systems.

PD Opportunity 1

Implement school wide reward system expectation for classroom teachers.

Facilitator

Uson and Richie

Participants

Classroom teachers who lack experience utilizing the online behavior tracking/reward system.

Schedule

Biweekly, from 8/7/2017 to 6/8/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S3.A1	The leadership team will conduct professional development communities.	\$0.00
2	G1.B1.S3.A2	The leadership team to participate instructional walkthroughs.	\$0.00
3	G2.B1.S1.A1	Implement a school wide system where students, faculty, staff and parents are rewarded with dolphin dollars for exhibiting positive behaviors.	\$0.00
4	G2.B1.S1.A2	Implement school wide reward system expectation for classroom teachers.	\$0.00
5	G3.B1.S1.A1	School schedule revised to incorporate a 60 minute resource block daily.	\$0.00
6	G3.B2.S1.A1	Advertisement of the "Night of the Arts"	\$0.00
Total:			\$0.00