Escambia County School District

Brentwood Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Brentwood Elementary School

4820 N PALAFOX ST, Pensacola, FL 32505

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 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	68%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Title
Sewell, Jennifer	Principal
Romero, David	Instructional Technology
O'Neal, Gail	School Counselor
Evans, Quinn	Assistant Principal
Gruden, Danielle	Teacher, K-12
Mason, Scotti	Teacher, K-12
Brown, Audrey	Teacher, K-12
Wiley, Vera	Instructional Media
Herron, Lori	Teacher, K-12
McLeod, Venieta	Teacher, K-12
Myers, Mindy	Teacher, K-12
Prout, Nancy	Instructional Coach

Duties

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

Their roles consist of administrators, teachers and resource teachers who serve as grade level chairs, or "outside the classroom" support for teachers and students.

Early Warning Systems

Year 2017-18

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	5	5	3	4	11	9	0	0	0	0	0	0	0	37
One or more suspensions	1	13	11	12	17	21	0	0	0	0	0	0	0	75
Course failure in ELA or Math	0	11	3	9	9	2	0	0	0	0	0	0	0	34
Level 1 on statewide assessment	0	0	0	13	27	33	0	0	0	0	0	0	0	73

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	3	5	2	7	15	16	0	0	0	0	0	0	0	48

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	16	1	13	2	0	0	0	0	0	0	0	0	32
Retained Students: Previous Year(s)	0	0	0	5	4	0	0	0	0	0	0	0	0	9

Date this data was collected

Wednesday 8/22/2018

Year 2016-17 - As Reported

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	2	4	13	10	11	16	0	0	0	0	0	0	0	56
One or more suspensions	1	7	7	11	8	8	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	4	17	20	24	23	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	9	20	46	0	0	0	0	0	0	0	75

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	3	8	11	20	24	0	0	0	0	0	0	0	67

Year 2016-17 - Updated

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	2	4	13	10	11	16	0	0	0	0	0	0	0	56
One or more suspensions	1	7	7	11	8	8	0	0	0	0	0	0	0	42
Course failure in ELA or Math	0	4	17	20	24	23	0	0	0	0	0	0	0	88
Level 1 on statewide assessment	0	0	0	9	20	46	0	0	0	0	0	0	0	75

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	3	8	11	20	24	0	0	0	0	0	0	0	67

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Learning Gains - It is not a trend.... We tend to bounce. Mostly due to teacher turnover.
15-16 - 42%
16-17 - 49%
17-18 - 32%

Which data component showed the greatest decline from prior year?

ELA Lower Quartile (25%)

Which data component had the biggest gap when compared to the state average?

ELA Learning Gains

Which data component showed the most improvement? Is this a trend?

Math Achievement. We stay in the 40%tile but we do bounce back and forth. Again, different teachers in the grade level each year.
15-16 - 44%
16-17 - 40%
17-18 - 47%

Describe the actions or changes that led to the improvement in this area.

Effective small group instruction and planning
We hired a math coach who provided effective resources and data analysis.
We used the STAR360 assessment program.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	36%	49%	56%	35%	46%	52%
ELA Learning Gains	32%	46%	55%	42%	46%	52%
ELA Lowest 25th Percentile	35%	40%	48%	44%	43%	46%
Math Achievement	47%	55%	62%	44%	52%	58%
Math Learning Gains	45%	57%	59%	46%	50%	58%
Math Lowest 25th Percentile	35%	48%	47%	49%	43%	46%
Science Achievement	38%	55%	55%	39%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5 (2)	5 (4)	3 (13)	4 (10)	11 (11)	9 (16)	37 (56)
One or more suspensions	1 (1)	13 (7)	11 (7)	12 (11)	17 (8)	21 (8)	75 (42)
Course failure in ELA or Math	0 (0)	11 (4)	3 (17)	9 (20)	9 (24)	2 (23)	34 (88)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (9)	27 (20)	33 (46)	73 (75)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	52%	-15%	57%	-20%
	2017	46%	59%	-13%	58%	-12%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	41%	51%	-10%	56%	-15%
	2017	41%	49%	-8%	56%	-15%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
05	2018	27%	44%	-17%	55%	-28%
	2017	31%	47%	-16%	53%	-22%
Same Grade Comparison		-4%				
Cohort Comparison		-14%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	49%	54%	-5%	62%	-13%	
	2017	41%	54%	-13%	62%	-21%	
Same Grade Comparison		8%					
Cohort Comparison							
04	2018	42%	58%	-16%	62%	-20%	
	2017	33%	54%	-21%	64%	-31%	
Same Grade Comparison		9%					
Cohort Comparison		1%					
05	2018	42%	52%	-10%	61%	-19%	
	2017	41%	50%	-9%	57%	-16%	
Same Grade Comparison		1%					
Cohort Comparison		9%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	36%	55%	-19%	55%	-19%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	7	26	39	17	26	29	25				
BLK	23	24	33	35	41	36	23				
HSP	33	43		50	64						
MUL	40	29		57	50						
WHT	56	49		61	46		64				
FRL	34	32	30	46	42	31	37				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	14	30	44	14	30	20	19				
BLK	29	45	47	29	34	38	23				
HSP	54			46							
MUL	55	62		52	42						
WHT	56	55		58	58		74				
FRL	36	48	49	34	36	33	32				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math Proficiency
Rationale	Brentwood will increase the math proficiency in all grades. We did make most of our gains in math this year because it was a major focus for us. It worked but we need to continue the strategies but dig deeper into our data using the 10 day data analysis rather than waiting till the end of each quarter. We will also look specifically at every student, not just groups.
Intended Outcome	Proficiency will increase to 56% in 3rd grade; 62% in 4th grade; and 64% in 5th grade.
Point Person	Jennifer Sewell (jsewell@ecsdfl.us)

Action Step	
Description	1. Implement spiral review daily 2. Targeted coaching provided to teachers based on needs 3. Analyze data every 10 days instead of quarterly to adjust instruction 4. Hire six Tech Assts to push in and pull out to target student needs ($$) 6. Purchase I-Ready Software to provide more specific practice on standards ($$) 7. Admin will be in the classrooms and provide specific and targeted feedback daily 8. Provide targeted/differentiated PD to teachers to support understanding of standards based instructional practices ($$) 9. After school tutoring to targeted students in grade 3-5 ($$) 11. Create model classrooms 12 Utilize Teacher Curriculum Leaders (TLC) for grade level training 13. Attend the School Turnaround Conference (Rensselaerville Institute) 14. Continued/ongoing contact and support from Rensselaerville Institute Specialist 15. Ongoing goal setting with individual students based on their data 16. Individualized letters to parents from the principal outlining students strengths, weaknesses, and goals ($$) 17. Eliminated departmentalization in fifth grade in order to facilitate integration of content areas and deepen the relationship between teachers, parents, and their students 18. Instructional Coach to attend monthly professional PD with area specialists 19. Provide 5th grade students with 3 day learning opportunity at NAS integrating math and science.
Person Responsible	Jennifer Sewell (jsewell@ecsdfl.us)

Plan to Monitor Effectiveness	
Description	1. Admin will be in classrooms every day and provide focused feedback followed by coaching based on observations. 2. SBLT will meet every 10 days to analyze data and make adjustments to teaching and learning instead of waiting till end of quarter. 3. Leadership team to meet every 2 weeks
Person Responsible	Jennifer Sewell (jsewell@ecsdfl.us)

Activity #2	
Title	ELA Proficiency
Rationale	Based on 2018 school data, and identified cohort students, ELA proficiency and learning gains decreased from the previous year.
Intended Outcome	Third grade proficiency will be 48%; fourth grade proficiency will be 70%; and fifth grade proficiency will be 59%.
Point Person	Jennifer Sewell (jsewell@ecsdfl.us)

Action Step	
Description	1. Purchase classroom libraries for every classroom that has books that interest and challenge readers 2. Targeted coaching provided to teachers based on needs 3. Analyze data every 10 days instead of quarterly to adjust instruction 4. Hire six Tech Assitants to push in and pull out to target student needs (4 through Title I, 2 through INSig) 6. Purchase I-Ready Software to provide more specific practice on standards. (Purchased through Title I) 7. Admin will be in the classrooms every day and provide specific and targeted feedback daily 8. Add an hour of extra reading time within the school day which includes integration of science and social studies text 9. Provide targeted PD to teachers to support understanding 10. After school tutoring to targeted students in grade 3-5 11. Purchase Ready workbooks to support after school tutoring 12. Create model classrooms 13. Utilize TCLs for grade level training 14. Attend the School Turnaround Conference (Rensselaerville Institute) 15. Leadership team will be working with Rensselaerville Institute in a partnership to develop leadership behaviors that increase teacher effectiveness and student performance 16. Ongoing goal setting with individual students based on their data 17. Individualized letters to parents from the principal outlining students strengths, weaknesses, and goals 18.Eliminated departmentalization in fifth grade in order to facilitate integration of content areas and deepen the relationship between teachers, parents, and their students 19. Instructional Coach to attend monthly professional PD with area specialists 20. Provide 3 days of deep planning and data analysis
Person Responsible	Jennifer Sewell (jsewell@ecsdfl.us)

Plan to Monitor Effectiveness	
Description	1. Admin will be in classrooms every day and provide focused feedback and followed up by coaching based on observations. 2. SBLT will meet every 10 days to analyze data and made adjustments to teaching and learning instead of waiting till end of quarter.
Person Responsible	Jennifer Sewell (jsewell@ecsdfl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

In 2018-19, Brentwood plans to increase the number of opportunities for parents to participate in learning activities with their child to help support their academic needs as well as interests. We will continue to work closely with our UWF partners and faculty to increase the number of activities provided to parents to be well informed and active participants in their child's education. We will continue with our Dr. Seuss Family Fun Reading Night, Science Family Fun Night, Dads & Donuts, K-5 Parent/Teacher conferences, etc.

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

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 one full-time counselor on staff at Brentwood and a counselor one day a week from Lakeview. Students have access at all times to the counselor for individual and small group sessions as the need arises. Counselors work with individuals or small groups to deal with loss of loved ones, dealing with divorce, anger management, deescalation strategies, and organizational skills.
We will continue improving our Mentor program by matching mentors to students with specific needs. We will make great relationships with the mentors so they are encouraged to stay and return each year. 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.

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.

Our Technology Coordinator provides parent tours of our school as requested to help parents. He also provides Chromebook training to parents so they are confident when helping and monitoring their children at home with homework and assignments.

Kdg, 1st, and 2nd grades conduct early parent conferences to explain what parents can do to help their child and know what to expect this year.

The Brentwood Guidance Counselor attends 5th grade ESE transition meetings into middle school.

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

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, Safety Committee, and an Action Committee that will help everyone at our school learn, implement, support, and share ideas related to school 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.

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

We started an after school club called "Coding Club" to help 4th and 5th grade students learn to code programs on their own in preparation for the technology work field.
We implemented one to one learning by providing every 3rd -5th grade student with a chrome book laptop. Parents and students were trained to use and care for it.

Part V: Budget

Total:	$236,455.00