



Pam Stewart, Commissioner

## 2013-2014 SCHOOL IMPROVEMENT PLAN

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### Brentwood Elementary School

4820 N PALAFOX ST

Pensacola, FL 32505

850-595-6800

[www.escambia.k12.fl.us](http://www.escambia.k12.fl.us)

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## School Demographics

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**School Type**  
Elementary School

**Title I**  
Yes

**Free and Reduced Lunch Rate**  
86%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority Rate**  
70%

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## School Grades History

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**2013-14**  
D

**2012-13**  
C

**2011-12**  
B

**2010-11**  
B

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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.

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### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

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### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

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### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

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### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

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### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	1	Sam Foerster

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Brentwood Elementary School

##### Principal

Brian Alaback

##### School Advisory Council chair

Gina Robinson

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Brian Alaback	Principal
Kristin Cain	Assistant Principal
Jodie Broussard	MTSS-RTI Coach
Christine Baker	Tech Coordinator
Lee Ann Marona	Media Specialist
Angie Harris	ICARE Teacher-In-Charge
Audrey Brown	Kindergarten Teacher
Melissa Highbaugh	First Grade Teacher
Alison Brantley	Second Grade Teacher
Danielle Gruden	Third Grade Teacher
Cheryl Bradley	Fourth Grade Teacher
Sara Gile	Fifth Grade Teacher

#### District-Level Information

##### District

Escambia

##### Superintendent

Mr. Malcolm Thomas

##### Date of school board approval of SIP

10/15/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Brentwood SAC is made up of teachers, educational support personnel, parents, and community members.

Our SAC committee currently has 17 members (2 teachers, 1 educational support personnel, 2

community members, and twelve parents).

The Principal is a non-voting member of our SAC.

Brentwood's SAC Committee's demographic (race and free/reduced) matches the percentage ratio of the whole student body.

Brian Alaback - Principal

Gina Robinson - Teacher (SAC Chairperson)

Deidre Young - Teacher

Rita Horn - Educational Support Personnel

Clint Brown - Community Member

Dr. Charlotte Bolin - Community Member

Devona Chance-Gully- Parent Member

Juanita Hayes- Parent Member

Erica Crenshaw-Parent Member

Rochell James-Lewis- Parent Member

Victoria Brown- Parent Member

Utahna Hughes- Parent Member

Alicia Clark- Parent Member

Della Pettit- Parent Member

Dee Freyhofer- Parent Member

Mandy McDaniel-Parent Member

Tamara Brooks-Parent Member

Chrystal Ausburne-Parent Member

### **Involvement of the SAC in the development of the SIP**

The School Advisory Council at Brentwood Elementary met at least four times during the 2012-2013 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.

### **Activities of the SAC for the upcoming school year**

The School Advisory Council at Brentwood Elementary will meet at least four times during the 2013-2014 school year to discuss curriculum, testing data, budgets, parent involvement activities, and other business related to the school.

The School Advisory Council also serves as the Title I Parent Committee and will discuss the Title I Parent Involvement Plan and Family Compact.

### **Projected use of school improvement funds, including the amount allocated to each project**

No funds have been allocated to Brentwood at this time

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

# of administrators

2

# receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:



**Brian Alaback**

Principal

Years as Administrator: 8

Years at Current School: 6

**Credentials**

BA- Elementary Education (1-6), University of West FL  
 MA- Educational Leadership, University of West FL  
 FL Principalship Certification

**Performance Record**

Brentwood elementary (Principal) 2008  
 School Grade =A, AYP = No  
 Brentwood improved from a school grade of a "C" to an "A" with the implementation of the District's CIM plan.  
 Brentwood elementary (Principal) 2009  
 School Grade =A, AYP = No  
 Brentwood continued our CIM plan and increased our "A" point status by 10 percentage points.  
 Brentwood elementary (Principal) 2010  
 School Grade = B, AYP = No  
 Brentwood continued our CIM plan and decreased our school grade point status by 59 percentage points.  
 Brentwood decreased from an "A" to a School Grade of "B" in 2010.  
 Brentwood elementary (Principal) 2011  
 School Grade = B, AYP = No  
 Brentwood continued our CIM plan and increased our School Grade point status by 4 percentage points.  
 Brentwood maintained our "B" in 2011.  
 Brentwood elementary (Principal) 2012  
 School Grade = B, AYP = No  
 Brentwood continued our CIM plan and increased our School Grade point status by 7 percentage points.  
 Brentwood maintained our School Grade of a "B" in 2012.  
 Brentwood elementary (Principal) 2013  
 School Grade = C, AYP = No  
 Brentwood continued our CIM plan and decreased our school grade point status by 51 points. Brentwood decreased from a "B" to a School Grade of "C" in 2013.  
 2012-2013 = Brentwood Elementary  
 55 % proficient in Reading  
 63% Students making Annual Reading Learning Gains  
 75 % of Lowest 25% making Annual Reading Learning Gains  
 42 % proficient in Math  
 66 % Students making Annual Math Learning Gains  
 72 % of Lowest 25% making Annual Math Learning Gains  
 School Grade = C

**Kristin Cain**

Asst Principal

Years as Administrator: 1

Years at Current School: 1

**Credentials**

BA in Elementary Education, University of West Florida  
 Master's in Reading Education, K-12, University of West Florida  
 EdS, Specialist in Educational Leadership, University of West Florida  
 National Board Certified Teacher, Early and Middle Grades Literacy (2007)  
 ESOL Administration Certification

**Performance Record**

Brentwood Elementary (Assistant Principal) 2012  
 School Grade = C, AYP = No  
 Brentwood continued our CIM plan and decreased our School Grade point status by 51.  
 Brentwood dropped to a School Grade of a "C" in 2013.  
 2012-2013 = Brentwood Elementary DATA  
 55 % proficient in Reading  
 63% Students making Annual Reading Learning Gains  
 75 % Lowest 25% making Annual Reading Learning Gains  
 42 % proficient in Math  
 66 % Students making Annual Math Learning Gains  
 72 % Lowest 25% making Annual Math Learning Gains  
 School Grade = C

**Instructional Coaches****# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:**

<b>Jodie Broussard</b>		
Full-time / School-based	Years as Coach: 9	Years at Current School: 11
<b>Areas</b>	Rtl/MTSS	
<b>Credentials</b>	1991 BA, Elementary Education (1-6) Southern University Hammond, LA 2005 MA Reading Education K-12 University of West Florida Pensacola, FL	
<b>Performance Record</b>	Reading Coach 2005-2006 = Brentwood Elementary 73 % proficient in Reading 64 % Students making Annual Learning Gains 70 % Lowest 25% making Annual Learning Gains School Grade = A, AYP = Yes Reading Coach 2006-2007 = Brentwood Elementary 74 % proficient in Reading 60 % Students making Annual Learning Gains 46 % Lowest 25% making Annual Learning Gains School Grade = C, AYP = No Reading Coach 2007-2008 = Brentwood Elementary 79 % proficient in Reading 63 % Students making Annual Learning Gains 63 % Lowest 25% making Annual Learning Gains School Grade = A, AYP = No Reading Coach 2008-2009 = Brentwood Elementary 80 % proficient in Reading 70 % Students making Annual Learning Gains 57 % Lowest 25% making Annual Learning Gains School Grade = A, AYP = No Reading Coach 2009-2010 = Brentwood Elementary 76 % proficient in Reading 59 % Students making Annual Learning Gains 47 % Lowest 25% making Annual Learning Gains School Grade = B, AYP = No Reading Coach 2010-2011 = Brentwood Elementary 74 % proficient in Reading	

66 % Students making Annual Learning Gains  
 59 % Lowest 25% making Annual Learning Gains  
 School Grade = B, AYP = No  
 RTI Coach  
 2011-2012 = Brentwood Elementary  
 48 % proficient in Reading  
 69 % Students making Annual Reading Learning Gains  
 79 % Lowest 25% making Annual Reading Learning Gains  
 47 % proficient in Math  
 76 % Students making Annual Math Learning Gains  
 78 % Lowest 25% making Annual Math Learning Gains  
 School Grade = B, AYP = No  
 RTI Coach  
 2012-2013 = Brentwood Elementary  
 55 % proficient in Reading  
 63% Students making Annual Reading Learning Gains  
 75 % Lowest 25% making Annual Reading Learning Gains  
 42 % proficient in Math  
 66 % Students making Annual Math Learning Gains  
 72 % Lowest 25% making Annual Math Learning Gains  
 School Grade = C

### Classroom Teachers

**# of classroom teachers**

47

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

87%

**# certified in-field**

39, 83%

**# ESOL endorsed**

8, 17%

**# reading endorsed**

10, 21%

**# with advanced degrees**

17, 36%

**# National Board Certified**

8, 17%

**# first-year teachers**

6, 13%

**# with 1-5 years of experience**

13, 28%

**# with 6-14 years of experience**

16, 34%

**# with 15 or more years of experience**

12, 26%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Person Responsible: Brian Alaback, 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 teachers, and practicum students 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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

Hannah Szatkowski, experienced first grade teacher- mentor for new first grade teacher Deborah McDanal.

Cheryl Bradley, experienced fourth grade teacher, grade level chair- mentor for beginning teacher

Sherri Jackson and Diem Nguyen (Kahn Diem Nguyen and Jackson will also have a District START consultant).

Melissa Giles, experienced ESE teacher- mentor for novice ESE teacher..... Landey and new to Brentwood, ESE teacher Mrs. Redditt.

Audrey Brown, experienced kindergarten teacher, grade level chair- mentor for new to Brentwood teacher, Jozey Brown.

Beverly Sellier, experienced third grade teacher- mentor for beginning teacher Shannon Seals.

Planned Mentoring Activities:

Both Mentor Teacher and Novice/new to Brentwood teachers will meet monthly with the principal to share concerns, needs and accomplishments.

All mentor teachers and Novice/New to Brentwood teachers including teachers with year-long interns and student teachers will participate in a book study with the Principal.

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, a Start Consultant, Cathy Roche will work with them closely throughout the year.

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The RTI/MTSS 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.

The RTI/MTSS Leadership Team will meet monthly to :

- \*Develop and conduct professional development throughout the school year to help everyone implement Rti/MTSS effectively with fidelity.
- \* Spend time analyzing school Reading, Math, and Behavior data.
- \*Attend and support RTI/MTSS Tier meetings.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The RTI leadership team met during the summer and reviewed school-wide data, utilizing FCAT, FAIR, and various school & district assessments. We looked at each AYP subgroup's data for students in grades 3rd-5th and we analyzed FAIR data and the percentage of students not reaching district and state benchmark expectations. We created an action plan to implement including needed professional development for teachers to effectively teach core curriculum 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 RTI 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 them as needed through the various Tiers of the Rti process. By researching effective teaching practices, communicating with parents/families, and together as a team implementing our Tier plan students, our hope is for each student to make progress. Our goal is improved student achievement and delivery of core instruction and intervention strategies.

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Rtl Team will provide continuous training throughout the school year at various faculty meetings. The first training took place during the Teacher Planning week prior to students entering the 2013-2014 school year.

The Rtl Team will meet monthly to discuss what issues and needs our teachers have concerning Rtl/ MTSS. A plan of action will be developed at each meeting as needed to resolve any issues or needs that are addressed at the monthly meeting.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

- FCAT STAR
- AR/STAR Management
- FL DOE FCAT & School Grade Accountability Website
- Go Math Website
- PMRN Website for FAIR data (FLKRS only)
- Discovery Education Reports/Assessments
- District Evaluation Services website which contains an electronic data notebook
- Wonders Website
- Microsoft Excel
- Behavior Data- TERMS reports, RtIB reports for our PBS status

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Initial training was completed in the Spring. A refresher training was presented during the Teacher's first day (preplanning week).

Additional trainings concerning Rtl paperwork, which data to track and use, and intervention strategies will be provided throughout the school year during monthly faculty meetings and weekly grade level meetings.

Articles that relate to Rtl and relevant to our school will be provided through email and monthly faculty meetings.

All Rtl training materials used with our faculty will be stored on the District server (Principal's Edmodo) that will enable teachers to have access to the files at home and at school.

As needs are identified, the Rtl Leadership Team will provide specific training to individual, grade level, or entire faculty.

### Literacy Leadership Team (LLT)

**Names and position titles of the members of the school-based LLT**

Name	Title
Brian Alaback	Principal
Kristin Cain	Assistant Principal
Jodie Broussard	RTI/MTSS coach
LeeAnn Marona	Librarian
Christine Baker	Technology Coordinator
Audrey Brown	Kindergarten Teacher
Alison Brantley	Second Grade Teacher
Kristi Mims	Third Grade Teacher
Cheryl Bradley	Fourth Grade Teacher

Name	Title
Sara Gile	Fifth Grade Teacher
Ordeane Lamar	ESE Teacher

### How the school-based LLT functions

The Literacy Leadership Team, LLT, will function as a learning community where we will help each other learn, support, and share ideas related to Literacy.

Monthly meetings will involve:

- Conduct a book study or article review related to improving literacy instruction at our school.
- Spend time analyzing school literacy data: FCAT Reading, FAIR, DRA, Tyner Word Study Lists, AR, STAR, and Discovery Ed, monthly written extensions and grade level rubrics.
- Developing professional development (based on data reviews) that will help improve our delivery of literacy instruction. Focus in 2013-14 will be on Step up to Writing, Discovery Ed Implementation, Close reading and written extensions across all content areas providing text-based evidence.

### Major initiatives of the LLT

Initiatives of LLT:

- Continue to implement concepts from the books: Igniting a passion for Reading, Reading Powers, and The Daily Five.
- Focus on effective vocabulary instruction across all 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 2013-14 will be implementation of new Wonders curriculum to fidelity, incorporating key components of Step up to Writing, 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.

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 several "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. Handouts from this parent meeting is available on Brentwood's website.



## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	55%	No	63%
American Indian		0%		
Asian		0%		
Black/African American	57%	44%	No	61%
Hispanic		0%		
White	60%	68%	Yes	64%
English language learners		0%		
Students with disabilities	33%	22%	No	40%
Economically disadvantaged	56%	51%	No	60%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	71	30%	35%
Students scoring at or above Achievement Level 4	53	23%	30%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	97	63%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	29	75%	76%

### Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		100%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	43	52%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	42%	No	53%
American Indian				
Asian				
Black/African American	38%	32%	No	44%
Hispanic				
White	58%	56%	No	63%
English language learners				
Students with disabilities	26%	13%	No	33%
Economically disadvantaged	46%	38%	No	51%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	23%	35%
Students scoring at or above Achievement Level 4	44	19%	30%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	102	66%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	72%	75%

**Area 4: Science****Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	41%	43%
Students scoring at or above Achievement Level 4	12	17%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	12		15
Participation in STEM-related experiences provided for students	558	100%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	36	6%	4%
Students retained, pursuant to s. 1008.25, F.S.	42	7%	6%
Students who are not proficient in reading by third grade	36	44%	35%
Students who receive two or more behavior referrals	28	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	40	7%	5%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school**

In 2013-2014 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, parent liaison, 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 Family Fun Nights, Parent Workshops, K-5 Conferences, Birthday Lunches, etc. We plan to add a weekend event this year, Fall Family Day- A Pumpkin Painting Event. We have also increased the number of parent members to our School Advisory Committee this year. Please see Parent Involvement Plan for 2013-2014.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Provide Parent workshops to assist parents in helping their child in the areas of Math, Writing, and Reading/LA.	0	0%	20%
Increase the number of parental involvement activities at our school by 2.	10	%	20%

## Goals Summary

- G1.** Increase rigor in all academic areas through the implementation of: Higher order questioning, written extensions, and peer to peer discourse.
- G2.** Increase student engagement and motivation to learn.

## Goals Detail

**G1.** Increase rigor in all academic areas through the implementation of: Higher order questioning, written extensions, and peer to peer discourse.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

### Resources Available to Support the Goal

- Reading Consultant, District Instructional Coach, MTSS/RTI Coach, Discovery Ed. Leadership Team, Teacher Collaboration, District Provided Professional Development, Site-Level PD with local experts, Supportive Administration.

### Targeted Barriers to Achieving the Goal

- Teacher Exposure/Experience

## Plan to Monitor Progress Toward the Goal

Teachers will demonstrate knowledge of effective lesson delivery and planning to include higher order questioning, close reading with complex text, and the implementation of written extensions in all subject areas.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule:

On-going

### Evidence of Completion:

Observations and Feedback

## G2. Increase student engagement and motivation to learn.

### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

### Resources Available to Support the Goal

- Supportive Administration, District Provided Professional Development, Teacher Collaboration, PBS Team, DE Team, Technology Coordinator, MTSS Coach, AR

### Targeted Barriers to Achieving the Goal

- Knowledge of Classroom Structures and effective ways to Engage and motivate students.

### Plan to Monitor Progress Toward the Goal

Will continuously visit classrooms to collect data on effective student engagement and motivational techniques and plan future learning opportunities based on data overtime.

**Person or Persons Responsible**

Principal, Assistant Principal, District Instructional Coach

**Target Dates or Schedule:**

On-going

**Evidence of Completion:**

Feedback from observations/walkthroughs, E3

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Increase rigor in all academic areas through the implementation of: Higher order questioning, written extensions, and peer to peer discourse.

### **G1.B2** Teacher Exposure/Experience

**G1.B2.S1** Professional development is planned to provide guidance in: Lesson delivery and planning to include higher order questioning, close reading with complex text, and effectively implementing written extensions in all subject areas. This professional learning will take place with site-level experts, a local reading consultant, and district level instructional coaches.

#### **Action Step 1**

Teachers will present flipped instruction opportunities for their students. For example, specific, step-by-step instructions for math lessons will be recorded and provided for students to watch over again to support learning- at home and at school. These videos will be housed on teachers' website and also in Edmodo.

#### **Person or Persons Responsible**

Teachers/UWF Interns

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Teachers' web page will house link to flipped video instruction, Edmodo, Observation

#### **Facilitator:**

Administration/Technology Coordinator/Teachers/Interns

#### **Participants:**

All Teachers K-5, UWF Interns, Student Teachers



## **Action Step 2**

Common Planning Times for Grade Level Collaboration.

### **Person or Persons Responsible**

Teachers

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Grade Level Meeting Agenda, Notes

## **Action Step 3**

Professional development will be offered to classroom teachers to assist with the application of processes and lesson delivery, planning effectively to meet diverse student needs, incorporating higher order questions and providing peer to peer discourse with complex text and written extensions.

### **Person or Persons Responsible**

Classroom Teachers, Special Area Teachers

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Sign-in sheets, Classroom Walkthroughs, Lesson Plans, Meeting Agendas

### **Facilitator:**

Verna Smith- Reading Consultant Beverly Patteson- District Instructional Coach Technology Coordinator- DE, Teacher/Student Technology tools RTI/MTSS Coach- Fidelity of Core Programs and implementation of Common Core Principal/Assistant Principal- Implementation of Common Core, Monitoring Student Data to drive instruction, and Connecting Classroom Instruction to Danielson Model.

### **Participants:**

All K-5 teachers and special area teachers, including University of West Florida year long interns and student teachers.

### **Plan to Monitor Fidelity of Implementation of G1.B2.S1**

Professional Development will be provided

#### **Person or Persons Responsible**

Principal/Assistant Principal, District Instructional Coach, MTSS/RTI Coach, Reading Consultant

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Feedback from Walk throughs, Lesson Plans, Data Notebooks

### **Plan to Monitor Effectiveness of G1.B2.S1**

Teachers will demonstrate an understanding of the application of processes and lesson delivery.

#### **Person or Persons Responsible**

Principal/Assistant Principal, District Instructional Coach, MTSS/RTI Coach, Reading Consultant

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Feedback from Walk throughs, Lesson Plans, Data Notebooks, E3

**G2. Increase student engagement and motivation to learn.**

**G2.B2 Knowledge of Classroom Structures and effective ways to Engage and motivate students.**

**G2.B2.S1** Increase in-service opportunities that will increase student engagement and motivation to learn.

**Action Step 1**

Increase in-service opportunities that will provide teachers with classroom structures that support and encourage student engagement and motivation.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Sign-in sheets, grade level meeting agenda/notes, Classroom Walkthroughs

**Facilitator:**

Site-Level Experts- PBS Team, DE Team, Librarian, MTSS Coach Administration Technology Coordinator Kagan consultant- District Provided Professional Learning District Instructional Coach Online- PD 360, etc.

**Participants:**

Faculty/Staff, UWF Interns, Student Teachers

## **Action Step 2**

Teachers/Faculty participate in District provided Capturing Kids Heart training.

### **Person or Persons Responsible**

Teachers/Faculty

### **Target Dates or Schedule**

Summer of 2013

### **Evidence of Completion**

Sign-in sheets for district training, Transcripts from Professional Learning

### **Facilitator:**

Professional Learning Dept. of Escambia County School District- Flippen Consultant

### **Participants:**

Teachers/Faculty

## **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Will Provide Feedback on classroom instruction as it relates to student engagement.

### **Person or Persons Responsible**

Principal/Assistant Principal, District Instructional Coach

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Feedback from Observations, E3

## **Plan to Monitor Effectiveness of G2.B2.S1**

Will visit classrooms to collect data on effective student engagement techniques.

### **Person or Persons Responsible**

Principal and Assistant Principal

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Feedback from observations, E3

**G2.B2.S2** Design and deliver PD during faculty meetings, weekly newsletters (LBMF), and shared plan time on student engagement and motivational strategies.

**Action Step 1**

Design and deliver PD during faculty meetings, weekly newsletter, and shared planning on student engagement and motivational strategies.

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Faculty meeting agenda, sign-in sheets, grade-level agenda/notes, classroom walkthroughs

**Facilitator:**

Principal, Assistant Principal, Grade Level Chairs

**Participants:**

Faculty/Staff

**Plan to Monitor Fidelity of Implementation of G2.B2.S2**

Provide feedback on classroom instruction as it relates to student engagement and monitor motivational programs available to students.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Feedback from observations/walk-throughs, AR reports, PBS reports, E3

### **Plan to Monitor Effectiveness of G2.B2.S2**

Provide feedback on classroom instruction as it relates to student engagement (Danielson Component 3c) and monitor motivational programs available to students.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

On-going

**Evidence of Completion**

E3, PBS reports, AR reports

### **G2.B2.S3 Provide engaging STEM related activities for students.**

**Action Step 1**

Increase number of engaging STEM related activities offered to students.

**Person or Persons Responsible**

Teachers/Technology Coordinator

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Observations/ Walkthroughs/Student Work Products/Lesson Plans

### **Plan to Monitor Fidelity of Implementation of G2.B2.S3**

Will review the STEM related activities provided to students. Will Work with teachers that need additional help with rigorous/engaging activities.

**Person or Persons Responsible**

Principal, Assistant Principal

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Lesson Plans/Observations/Student Product

### **Plan to Monitor Effectiveness of G2.B2.S3**

Will review lesson plans and visit classrooms to monitor student engagement in STEM related activities.

#### **Person or Persons Responsible**

Principal, Assistant Principal

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Observations, Walk-throughs, Student Products, E3

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

#### 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, and a Technology Coordinator. All three 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. After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 4 Migrant students at Brentwood Elementary. All migrant students enrolled at Brentwood will be provided specific support services. Specific data will be entered into our local data base system (TERMS) 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 have ESOL endorsement on their teaching certificate. Brentwood currently has 4 ELL students. They are placed in classrooms with ESOL endorsed teachers. 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. At this time, Brentwood has 36 identified homeless students.

#### Supplemental Academic Instruction (SAI)

2013-2014 School year, SAI will go to pay for substitutes for teachers to conduct parent conferences, purchase school supplies, and purchase Accelerated Home Connect license 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.

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.



#### 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.

#### 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** Increase rigor in all academic areas through the implementation of: Higher order questioning, written extensions, and peer to peer discourse.

### **G1.B2** Teacher Exposure/Experience

**G1.B2.S1** Professional development is planned to provide guidance in: Lesson delivery and planning to include higher order questioning, close reading with complex text, and effectively implementing written extensions in all subject areas. This professional learning will take place with site-level experts, a local reading consultant, and district level instructional coaches.

#### **PD Opportunity 1**

Teachers will present flipped instruction opportunities for their students. For example, specific, step-by-step instructions for math lessons will be recorded and provided for students to watch over again to support learning- at home and at school. These videos will be housed on teachers' website and also in Edmodo.

#### **Facilitator**

Administration/Technology Coordinator/Teachers/Interns

#### **Participants**

All Teachers K-5, UWF Interns, Student Teachers

#### **Target Dates or Schedule**

On-going

#### **Evidence of Completion**

Teachers' web page will house link to flipped video instruction, Edmodo, Observation

## **PD Opportunity 2**

Professional development will be offered to classroom teachers to assist with the application of processes and lesson delivery, planning effectively to meet diverse student needs, incorporating higher order questions and providing peer to peer discourse with complex text and written extensions.

### **Facilitator**

Verna Smith- Reading Consultant Beverly Patteson- District Instructional Coach Technology Coordinator- DE, Teacher/Student Technology tools RTI/MTSS Coach- Fidelity of Core Programs and implementation of Common Core Principal/Assistant Principal- Implementation of Common Core, Monitoring Student Data to drive instruction, and Connecting Classroom Instruction to Danielson Model.

### **Participants**

All K-5 teachers and special area teachers, including University of West Florida year long interns and student teachers.

### **Target Dates or Schedule**

On-going

### **Evidence of Completion**

Sign-in sheets, Classroom Walkthroughs, Lesson Plans, Meeting Agendas

**G2. Increase student engagement and motivation to learn.**

**G2.B2 Knowledge of Classroom Structures and effective ways to Engage and motivate students.**

**G2.B2.S1 Increase in-service opportunities that will increase student engagement and motivation to learn.**

**PD Opportunity 1**

Increase in-service opportunities that will provide teachers with classroom structures that support and encourage student engagement and motivation.

**Facilitator**

Site-Level Experts- PBS Team, DE Team, Librarian, MTSS Coach Administration Technology Coordinator Kagan consultant- District Provided Professional Learning District Instructional Coach Online- PD 360, etc.

**Participants**

Faculty/Staff, UWF Interns, Student Teachers

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Sign-in sheets, grade level meeting agenda/notes, Classroom Walkthroughs

**PD Opportunity 2**

Teachers/Faculty participate in District provided Capturing Kids Heart training.

**Facilitator**

Professional Learning Dept. of Escambia County School District- Flippen Consultant

**Participants**

Teachers/Faculty

**Target Dates or Schedule**

Summer of 2013

**Evidence of Completion**

Sign-in sheets for district training, Transcripts from Professional Learning

**G2.B2.S2** Design and deliver PD during faculty meetings, weekly newsletters (LBMF), and shared plan time on student engagement and motivational strategies.

**PD Opportunity 1**

Design and deliver PD during faculty meetings, weekly newsletter, and shared planning on student engagement and motivational strategies.

**Facilitator**

Principal, Assistant Principal, Grade Level Chairs

**Participants**

Faculty/Staff

**Target Dates or Schedule**

On-going

**Evidence of Completion**

Faculty meeting agenda, sign-in sheets, grade-level agenda/notes, classroom walkthroughs

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Increase rigor in all academic areas through the implementation of: Higher order questioning, written extensions, and peer to peer discourse.	\$20,500
G2.	Increase student engagement and motivation to learn.	\$3,175
Total		\$23,675

### Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Technology	Total
Title I- see previous item #1	\$0	\$0	\$0
SAI	\$0	\$3,175	\$3,175
Title I	\$20,500	\$0	\$20,500
Total	\$20,500	\$3,175	\$23,675

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** Increase rigor in all academic areas through the implementation of: Higher order questioning, written extensions, and peer to peer discourse.

### **G1.B2** Teacher Exposure/Experience

**G1.B2.S1** Professional development is planned to provide guidance in: Lesson delivery and planning to include higher order questioning, close reading with complex text, and effectively implementing written extensions in all subject areas. This professional learning will take place with site-level experts, a local reading consultant, and district level instructional coaches.

#### **Action Step 3**

Professional development will be offered to classroom teachers to assist with the application of processes and lesson delivery, planning effectively to meet diverse student needs, incorporating higher order questions and providing peer to peer discourse with complex text and written extensions.

#### **Resource Type**

Professional Development

#### **Resource**

Brentwood Institute, Professional Development provided by Verna Smith, Independent Consultant (will require subs for teachers to attend), MTSS/RTI Coach, PD supplies

#### **Funding Source**

Title I

#### **Amount Needed**

\$20,500

**G2. Increase student engagement and motivation to learn.**

**G2.B2 Knowledge of Classroom Structures and effective ways to Engage and motivate students.**

**G2.B2.S1 Increase in-service opportunities that will increase student engagement and motivation to learn.**

**Action Step 1**

Increase in-service opportunities that will provide teachers with classroom structures that support and encourage student engagement and motivation.

**Resource Type**

Professional Development

**Resource**

Site Level Experts- Technology Coordinator, MTSS/RTI Coach, PBS team, District provided Kagan Training, Librarian, Administration

**Funding Source**

Title I- see previous item #1

**Amount Needed**

\$0

**G2.B2.S3 Provide engaging STEM related activities for students.**

**Action Step 1**

Increase number of engaging STEM related activities offered to students.

**Resource Type**

Technology

**Resource**

Lego Robotics Club, Technology Club

**Funding Source**

SAI

**Amount Needed**

\$3,175