

Escambia County School District

Brentwood Elementary School



2022-23 Schoolwide Improvement Plan

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Brentwood Elementary School

4820 N PALAFOX ST, Pensacola, FL 32505

www.escambiaschools.org

Demographics

Principal: Jennifer Sewell

Start Date for this Principal: 7/1/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: C (52%) 2017-18: D (38%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Brentwood Elementary School

4820 N PALAFOX ST, Pensacola, FL 32505

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	74%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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Purpose and Outline of the SIP

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Sewell, Jennifer	Principal	
Holliday, Meghan	Assistant Principal	
Freeman, Betsy	Other	
Wiley, Vera	Other	

Demographic Information

Principal start date

Wednesday 7/1/2015, Jennifer Sewell

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

412

Identify the number of instructional staff who left the school during the 2021-22 school year.

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	49	71	67	68	62	56	0	0	0	0	0	0	0	373	
Attendance below 90 percent	6	33	30	31	22	19	0	0	0	0	0	0	0	141	
One or more suspensions	1	6	2	9	4	9	0	0	0	0	0	0	0	31	
Course failure in ELA	0	7	10	23	9	4	0	0	0	0	0	0	0	53	
Course failure in Math	0	2	4	17	12	5	0	0	0	0	0	0	0	40	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	8	26	0	0	0	0	0	0	0	45	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	10	12	21	0	0	0	0	0	0	0	43	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	9	10	23	16	18	0	0	0	0	0	0	0	76	

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	2	7	1	12	0	0	0	0	0	0	0	0	0	22	
Students retained two or more times	0	0	0	3	0	0	0	0	0	0	0	0	0	3	

Date this data was collected or last updated

Monday 9/19/2022

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	
Number of students enrolled	57	70	47	64	57	51	0	0	0	0	0	0	0	346
Attendance below 90 percent	9	30	18	17	20	18	0	0	0	0	0	0	0	112
One or more suspensions	1	3	1	1	8	3	0	0	0	0	0	0	0	17
Course failure in ELA	0	5	6	10	10	4	0	0	0	0	0	0	0	35
Course failure in Math	0	0	3	1	9	3	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	14	11	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	12	24	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	6	24	13	17	12	10	0	0	0	0	0	0	0	82

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	4	5	13	5	0	0	0	0	0	0	0	31

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	6	6	2	4	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	57	70	47	64	57	51	0	0	0	0	0	0	0	346
Attendance below 90 percent	9	30	18	17	20	18	0	0	0	0	0	0	0	112
One or more suspensions	1	3	1	1	8	3	0	0	0	0	0	0	0	17
Course failure in ELA	0	5	6	10	10	4	0	0	0	0	0	0	0	35
Course failure in Math	0	0	3	1	9	3	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	14	11	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	12	24	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	6	24	13	17	12	10	0	0	0	0	0	0	0	82

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	3	4	5	13	5	0	0	0	0	0	0	0	31

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	6	6	2	4	1	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	52%	56%				42%	53%	57%
ELA Learning Gains	46%	54%	61%				45%	55%	58%
ELA Lowest 25th Percentile	44%	48%	52%				67%	52%	53%
Math Achievement	37%	53%	60%				49%	57%	63%
Math Learning Gains	51%	55%	64%				53%	60%	62%
Math Lowest 25th Percentile	64%	50%	55%				58%	52%	51%
Science Achievement	46%	51%	51%				52%	54%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	49%	56%	-7%	58%	-9%
Cohort Comparison		0%				
04	2022					
	2019	38%	52%	-14%	58%	-20%
Cohort Comparison		-49%				
05	2022					
	2019	39%	51%	-12%	56%	-17%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	57%	55%	2%	62%	-5%
Cohort Comparison		0%				
04	2022					
	2019	50%	58%	-8%	64%	-14%
Cohort Comparison		-57%				
05	2022					
	2019	35%	55%	-20%	60%	-25%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	49%	55%	-6%	53%	-4%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	28		24	33						
BLK	32	42	44	25	49	60	30				
HSP	57			57							
MUL	40	42		47	42						
WHT	59	57		51	57		60				
FRL	39	44	39	34	49	64	39				
2021 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 2019-20	C & C Accel 2019-20
SWD	10			30							
BLK	33	26	14	32	40	36	31				
MUL	62			57							
WHT	52	47		45	25		53				
FRL	47	40	25	40	41	42	42				
2019 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 2017-18	C & C Accel 2017-18
SWD	17	43	62	42	60	55	35				
BLK	30	45	67	41	52	58	31				
HSP	50	47		59	63						
MUL	52	57		57	50						
WHT	53	43		56	51		76				
FRL	41	46	64	48	51	59	52				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

SWD are low in both ELA and Math Achievement, but increased by 2% in ELA Achievement from 2021. SWD and African American Math Achievement is almost exactly the same percentage. FRL every category is underneath 50% except for Math LG L25%. African American students are above 41% in L25% for ELA and Math. SWD are below 41% in every category. Hispanic and White students are above 41% in every category. Multirace students are above 41% in every category except ELA Achievement. African American ELA Achievement increased from 26% to 42%, ELA LG from 14% to 44%, Math LG increase from 40% to 49%, and Math LG25% increased from 36% to 60%. White students increased in every category from 2021 to 2022 SY. FRL Math LG25% went from 42% to 64%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data the following subgroups fall below the 41% target:

ELA Achievement for SWD has the greatest need of improvement because their proficiency is 12% and African American has a 32% proficiency

Math Achievement for SWD and African American students have the greatest need for improvement. SWD had a proficiency of 24% and African American students had a proficiency of 25%.

Science Achievement for African American students had a proficiency of 30%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Covid was still a contributing factor in the need for improvement. Teachers and students were out last year missing whole and small group instruction. Changes in teachers in the middle of the year were a contributing factor as well. Trauma and mental health concerns among our children due to various home life situations (i.e. Covid death, drug-related deaths/arrests, DCF interventions, etc.).

We need to get back to research-based strategies being implemented during small groups and supporting our teachers in effective implementation. Our new teachers will work with their mentors, grade levels, and CC to make sure they understand the district's curriculum and feel supported to retain them at Brentwood. The principal and AP will incorporate Kagan structures during faculty meetings as

well as team building activities to increase teacher retention. We will work with our school counselor and new mental health counselor to identify students who are struggling due to trauma. We plan to hire 3 TIAs to help support teachers with small group instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

African American ELA LG went from 26 to 42%. The African American ELA LG25% went from 14 to 44%. White students Math LG went from 25 to 57%. Math LG L25% African American students went from 36 to 60% and FRL went from 42 to 64%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

- correlated I-Ready placement to STAR data.
- backwards design
- pre-taught end of year standards
- data chats with students by admin and teachers
- specific, direct instruction of standards in small groups
- concrete - representational - abstract instruction in math
- Eliminated non academic activities schoolwide; extra programs, assemblies, etc
- Eliminated non academic duties for all teachers in order to increase planning time; photocopying support, limited meeting unless absolutely necessary
- Weekly grade level meetings led by grade level chair
- weekly walk throughs with focus based on SIP and data
- continue Rensselaerville (TRI) initiatives that we are trained on on 2018

New actions taken last year that were contributing factors to this improvement were Sondag System groups being taught to Tier III students by the RTI Facilitator and Media Specialist. Sondag System groups were also taught by both of the ESE teachers. After school tutoring for target students as well as parent tutoring was implemented both semesters. The school navigator works with community establishments (i.e. doctor, dentist, transportation, housing, food, clothing, churches) to provide outside resources to families and students in need.

What strategies will need to be implemented in order to accelerate learning?

ELA:

- increase amount of individual reading time (AR, Myon)
- Specific and direct instruction of reading strategies in all grade levels in whole and small group
- Researched based phonic intervention (Multi-syllabic routine and Sondag Systems) in grades 2-5
- Focused RTI interventions based on varying forms of data with consistent monitoring of student progress
- Backwards design and unit test error analysis
- correlated I-Ready placement to STAR data
- Guided planning with curriculum coordinator

Math:

- Spiral review of math skills
- Increased use of concrete - representational- abstract
- Increased Math Talks
- correlated I-Ready placement to STAR data
- Specific and direct instruction of math standards in all grade levels in whole and small group

Science:

- Backwards design and unit test error analysis
- Specific and direct instruction of science strategies in all grade levels in whole and small group (2-5)
- Increase hands-on learning activities and labs (K-5)
- Using data from Schoolnet assessments 2-5 to create groups and drive instruction

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Repeated reading strategy for fluency
- Multi-Syllabic Routine
- I-ready data analysis
- ESE accommodation training
- Math Discourse training
- RTI training (how to provide interventions and schedule groups)
- High impact strategies with CC
- Thinking Maps
- Kagan

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

- Modeling small group and Tier I teaching by Reading Intervention Teacher
- Modeling effective science instruction by AP
- Additional support to lower grade teachers for science instruction
- Weekly guided planning with CC

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Achievement in Math did not reach 41% proficiency in 2 subgroups: African American (25%), Students with Disabilities (24%), and Economically Disadvantaged (34%). In 2021, African American, Students with Disabilities, and Economically Disadvantaged students did not achieve 41% proficiency in Math. In 2021, African American students scored 32% proficiency. Students with Disabilities scored 30% proficiency, and Economically Disadvantaged scored 40% proficiency.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

African American students will increase their federal index by 16 percentage points going from a federal index of 25% for 2022 to 41% federal index on the 2023 FAST.

Students with Disabilities will increase their federal index by 17 percentage points going from a federal index of 24% for 2022 to 41% federal index on the 2023 FAST.

Economically Disadvantaged students will increase their federal index by 7 percentage points going from a federal index of 34% for 2022 to 41% federal index on the 2023 FAST.

-Rti intervention data monitored by Rti team and interventions will be changed based on data for the lowest 25%. This will include research-based interventions and strategies to address math fluency and academic vocabulary.

- SWD services by the ESE teachers will be scaffolded and targeted based on the individual needs of the students. Some students will be serviced daily while others will be serviced 2 or 3 times a week. Admin will review lesson plans for ESE teachers.

- Inclusion classrooms will have ESE Teacher Assistants as well as Temporary Instructional Assistants who work with small groups.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- Structured data meetings will be held with teachers weekly with Curriculum Coordinator and quarterly with Principal and Assistant Principal. Adjustments in instructional strategies and groupings will be made based on i-Ready data, district quarterly assessments, as well as district unit tests.

- Unit test scores will be closely reviewed after each assessment to determine common errors and reteach as needed.

- I-Ready paths will be adjusted to coincide with unit test data for all subgroups. I-Ready usage will be monitored each week by the Principal and Assistant Principal.

- Target of growth, using i-Ready diagnostic data will be discussed with students and admin with specific areas of focus.

- Weekly admin walk throughs to look for implementation of standards based instruction and highly effective practices of Tier I instruction, Tier II and Tier III instruction.

Person responsible for monitoring outcome:

Jennifer Sewell (jsewell@ecsdf1.us)

1. Teachers ensure that students have fluency with addition, subtraction, multiplication, and division math facts. (strong evidence)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

2. Teachers use precise math language. Students use correct math language when verbalizing explanations and steps for solving problems. (strong evidence)

3. Teachers provide differentiated instruction to meet the needs of all students. Teachers use explicit instruction when introducing new math content. (strong evidence)

4. Students are taught problem-solving strategies. Students are taught how to read problems and organize work according to the structure of the problem. (strong evidence)

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

According to 10 Key Mathematic Practices For All Elementary Schools with strong evidence of effectiveness from high-quality research from The University of Texas at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and practice math fluency, using academic vocabulary, and providing differentiated and explicit instruction shows a positive impact on student achievement and helps students develop efficiency with computation.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will review student performance in 2022 FSA data, 2022 progress monitoring data, and analysis of their i-Ready goals for the 2022-2023 school year.

Person Responsible

Jennifer Sewell (jsewell@ecsdf1.us)

2. The leadership team will meet with teachers to review data, identify the students in the focus ESSA subgroups and develop goals for students.

Person Responsible

Jennifer Sewell (jsewell@ecsdf1.us)

3. Teachers and admin will meet with students to develop goals based on student data.

Person Responsible

Jennifer Sewell (jsewell@ecsdf1.us)

4. The RtI Coordinator, Curriculum Coordinator, and MTSS team will meet to identify student needs and match them to interventions discussed during RTI meetings and guided planning.

Person Responsible

Betsy Freeman (bfreeman1@ecsdf1.us)

5. The leadership team will conduct walkthroughs during the math block and during intervention periods, and provide feedback to teachers regarding implementation of planning and fidelity of the intervention.

Person Responsible Jennifer Sewell (jsewell@ecsdfi.us)

6. The leadership team will analyze data collected from classroom walk-throughs and assessments with particular attention to student work samples and ESSA subgroup performance. The leadership team will conduct data chats with teachers around focus areas, and teachers will conduct data chats with students. The data chats with the leadership team and teachers will lead to identifying instructional shifts and design remediation and reteach opportunities.

Person Responsible Jennifer Sewell (jsewell@ecsdfi.us)

7. In-depth coaching will be provided to teachers by Curriculum Coordinator based on qualitative and quantitative data points. The coaching will be focused around content knowledge, vocabulary integration, text integration, usage of problem-solving strategies, and student discourse.

Person Responsible Jennifer Sewell (jsewell@ecsdfi.us)

8. The Rti Facilitator will coach teachers on implementation of research based math strategies.

Person Responsible Betsy Freeman (bfreeman1@ecsdfi.us)

9. We will host a math family game night to help parents understand how to help their students with math games and strategies at home.

Person Responsible Meghan Holliday (mholliday@ecsdfi.us)

10. The Rti Facilitator and Curriculum Coordinator will review intervention resources and provide hands-on materials for teachers to use in relation to fluency, academic vocabulary, problem-solving, and differentiated instruction.

Person Responsible Betsy Freeman (bfreeman1@ecsdfi.us)

#2. Instructional Practice specifically relating to Science**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The African American subgroup did not reach 41% proficiency in Science (30%). Historically, 2021 and 2019, African American students did not achieve 41% in Science. 2021 scores indicated that African American students achieved 31% proficiency in Science. In 2019, the Science proficiency was also 31%. Economically Disadvantaged students did not reach 41% proficiency in 2022. Their proficiency was 39%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

African American students will increase their federal index by 11 percentage points going from a federal index of 30% for 2022 to 41% federal index on the 2023 Statewide Science Assessment.

Economically Disadvantaged students will increase their federal index by 2 percentage points going from a federal index of 39% for 2022 to 41% federal index on the 2023 Statewide Science Assessment.

- SWD services by the ESE teachers will be scaffolded and targeted based on the individual needs of the students. Some students will be serviced daily while others will be serviced 2 or 3 times a week. Admin will review lesson plans for ESE teachers. **Science curriculum integrated into reading comprehension instruction groups

- Inclusion classrooms will have ESE Teacher Assistants as well as Temporary Instructional Assistants who work with small groups.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

- Structured data meetings will be held with teachers weekly with Curriculum Coordinator and quarterly with Principal and Assistant Principal. Adjustments in instructional strategies and groupings will be made based on Science district quarterly assessments as well as district unit tests.

- Unit Science test scores will be closely reviewed with Curriculum Coordinator after each assessment to determine common errors and reteach as needed.

- Weekly admin walk throughs to look for implementation of standards based instruction and highly effective practices of Tier I instruction, Tier II and Tier III instruction.

Person responsible for monitoring outcome:

Jennifer Sewell (jsewell@ecsdfl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

1. Provide direct and explicit comprehension strategy instruction with Science text. (strong evidence)
2. Provide opportunities for extended discussion of text meaning and interpretation. (moderate evidence)
3. Connect and integrate abstract and concrete representations of concepts in Science. (Organizing instruction and study)
4. Students are given multiple opportunities to encounter and use academic vocabulary in

natural contexts through listening, reading, speaking, and writing. (Vocabulary for all)

According to Adolescent Literacy: Effective Classroom and Intervention Practices from

What Works Clearing House, providing direct and explicit comprehension strategies, and

opportunities for extended discussion shows positive impact on student achievement.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

According to Organizing Instruction and Study to Improve Student Behavior from What

Works Clearing House, connecting and integrating abstract and concrete representations

shows positive impact on student achievement.

According to the Teaching Secondary Students to Write Effectively from What Works

Clearing House, utilizing writing for a variety of purposes shows positive impact on student achievement.

According to 10 Key Vocabulary Strategies For All Students from The University of Texas

at Austin/The Meadows Center for Preventing Educational Risk, giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on

student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The leadership team will review student performance in 2022 SSA data and 2022 progress monitoring data as well as current quarterly assessment data for the 22-23 school year.

Person Responsible Meghan Holliday (mholliday@ecsdfl.us)

2. The leadership team will meet with teachers to review data, identify the students in the focus ESSA subgroups and develop goals for students.

Person Responsible Meghan Holliday (mholliday@ecsdfl.us)

3. Teachers and admin will meet with students to develop goals based on student quarterly assessment data.

Person Responsible Meghan Holliday (mholliday@ecsdfl.us)

4. The leadership team will conduct walkthroughs during the science block and provide feedback to teachers regarding implementation of planning and fidelity of standards-based instruction.

Person Responsible Meghan Holliday (mholliday@ecsdfl.us)

5. The leadership team will analyze data collected from classroom walk-throughs and assessments with particular attention to student work samples and ESSA subgroup performance. The leadership team will conduct data chats with teachers around focus areas, and teachers will conduct data chats with students. The data chats with the leadership team and teachers will lead to identifying instructional shifts and design remediation and reteach opportunities.

Person Responsible Meghan Holliday (mholliday@ecsdfl.us)

6. In-depth coaching will be provided to teachers by Curriculum Coordinator based on qualitative and quantitative data points. The coaching will be focused around content knowledge, vocabulary integration, text integration, usage of abstract and concrete representations in science, and student discourse.

Person Responsible Meghan Holliday (mholliday@ecsdfl.us)

7. Admin, Curriculum Coordinator, and Rti Facilitator will work with teachers to develop standards-based hands-on labs and activities based on students' needs from the unit test and quarterly assessment results.

Person Responsible Betsy Freeman (bfreeman1@ecsdfl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Kindergarten ELA proficiency rate was 59% on the Spring 2022 STAR Early Literacy Assessment.

First grade ELA proficiency rate was 39% on the Spring 2022 STAR Early Literacy Assessment.

Second grade ELA proficiency rate was 41% on the Spring 2022 STAR Reading Assessment.

Students who score at the 53rd percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2021-2022 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Third grade ELA proficiency rate was 49% on the 2022 FSA.

Fourth grade ELA proficiency rate was 32% on the 2022 FSA.

Fifth grade ELA proficiency rate was 45% on the 2022 FSA.

Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:

Students with Disabilities (12%)

African American (32%)

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

ELA proficiency as determined by those scoring at or above the 53rd percentile on STAR Early Literacy or STAR Reading 2022 will increase from 59% in K, 39% in 1st grade, and 41% in 2nd grade on STAR AP4 to 50% on FAST-STAR PM3.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase from 49% in 3rd grade, 32% in 4th grade, and 45 % in 5th grade on the 2022 FSA to 50% or higher in each grade on the 2023 FAST.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on new 2023 FAST Progress Monitoring assessments by 23-24.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.
 - a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
 - b. First grade: STAR Early Literacy/Reading results and track the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom.
 - c. Second grade: STAR Reading results and track the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart.
 - d. Grades 3-5: analyze results by classroom of district module assessments.
2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Literacy Practice Profile tool.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Sewell, Jennifer, jsewell@ecsdfi.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Brentwood Elementary uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned. In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

-The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

-A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

-Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Action Step 1: Literacy Leadership-</p> <p>Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.</p> <p>Provide professional development regarding the B.E.S.T. ELA Standards.</p> <p>Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.</p>	<p>Holliday, Meghan, mholliday@ecsdfl.us</p>
<p>Action Step 2: Literacy Coaching-</p> <p>District coaches and/or school mentor teachers will facilitate common lesson planning using the district adopted curriculum and pacing guides, including how to effectively deliver instruction of B.E.S.T. ELA Standards, engagement strategies, etc.).</p> <p>Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.</p>	<p>Sewell, Jennifer, jsewell@ecsdfl.us</p>
<p>Action Step 3: Assessment</p> <p>Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.</p> <p>Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.</p>	<p>Freeman, Betsy, bfreeman1@ecsdfl.us</p>
<p>Action Step 4: Professional Learning -</p> <p>We will provide training to teachers at our school on the following:</p> <p>Use of STAR360 reports, core reading program data, and the intervention decision trees</p> <p>Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.</p> <p>Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan</p> <p>The B.E.S.T. ELA standards and the science of reading</p>	<p>Ray, Matt, mray@ecsdfl.us</p>

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

1. Instructional staff are members of PBIS Behavior and Wellness/Hospitality committees. These groups meet monthly to help improve these areas and have voice in decision-making within our school. Instructional staff and admin are part of the Literacy Leadership Team who help build the Schoolwide Literacy Plan and monitor its success throughout the school year.
2. When hiring new employees, administration researches all applicants carefully before interviewing. When contacting these possible hires for interviews, we share our motto of "Excellence! No Excuses!" We explain the supports we have in place for all teachers but we also explain that "our school does not accept drama from employees and it is all about children and their academic success or this is not the school for you!" We receive great response about this expectation from new hires and they work hard to not allow "drama" and unprofessional behaviors to happen in our school. Employees tend to hold the others accountable.
3. We provide written job descriptions for all administration and resource staff (ie., principal, assistant principal, curriculum coordinator, behavior coach, school counselor, and technician). These are written and reviewed in the employee handbook for all staff members so everyone is clear on who does what at Brentwood. We want to make sure every teacher is supported from all areas so they have support to do their best work.
4. Our administration team assures that all staff is focused on meeting the needs of our school wide goals. This is done by reducing classroom interruptions and providing a weekly guided planning for all classroom teachers with an experienced instructional leader.
5. Administration communicates with all stakeholders so there is no confusion about what is happening at Brentwood in regards to events, curriculum, safety, procedures, and policies. Brentwood uses our school website, marquis, newsletters, and callouts as a regular part of our communication. Teachers send home daily communication folders in regards to class work and behavior so parents are always aware of their child's day. Teachers also communicate with parents through email, text messages, behavior charts, remind app, class dojo app, notes, weekly positive phone calls, and report card comments.
6. Administrations doors are always open to support teachers, parents, students, and community before, during, and after school.
7. Brentwood holds school advisory committee (SAC) meetings throughout the year to share school news and receive input from parents and community. The Title I Annual Meeting is held at the beginning of each year as well. This meeting allows all stakeholders to provide input regarding parental involvement and learn about the school wide data.

8. Administration and Hospitality offer various staff recognitions throughout the school year such as Shout Outs in the newsletter, Shout Out board in the teacher lounge, Paw Passes for going the extra mile, verbal recognitions, and surprise goodies in mailboxes in teacher lounge.
9. Capturing Kids Hearts Program is a huge part of our school. Teachers greet students at their classroom doors in the morning and utilize the morning meetings to set a positive tone to the day for students.
10. Each year administration surveys teachers on what is going well, what needs tweaking, and any possible solutions. Teachers area also surveyed on their favorite things they enjoy so administration can reward the individually for good works.
11. Volunteers and mentors recruited and utilized to work with our school to support our school goals.
12. Parent tutoring is offered by the CC and RTI Facilitator to help teach parents how to implement reading strategies at home that help their child in the classroom.
13. Cub Compliments (school wide PBIS initiative) started this year. Classes can only receive compliments from other faculty or staff members.
14. Administration sends out a weekly newsletter called the CPN that recognizes teachers, students, identifies classroom walkthrough look-fors for the upcoming week, and provides teachers with everything they need to know.
15. The Cubs Den is a Google Site created by admin as a one stop shop for teachers to be able to find things as they need. This eliminates confusion among staff.
16. Monthly fellowship coordinated by the Hospitality Chair
17. We hold parent family nights at the school as well as places like Chuck-E-Cheese.
18. Admin provides random treats and goodies for the staff throughout the school year
19. Relationship with partners in education have been made that support students and faculty. Free books are donated, pizza parties, teddy bears for grieving students, teacher appreciation breakfast, etc.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Faculty/Staff - Faculty/Staff should be reaching out to parents, conferencing with them, and listening to their needs/concerns. Faculty/Staff should implement the school wide expectations, non-negotiables, and school wide behavior plan. Growth mindset and positive attitudes with students should be used daily. Administrators hold all faculty/staff accountable for their roles and responsibilities at the school. Faculty/staff should follow safety procedures at all times to ensure the safety of all students every day. Clear communication and open-door policy by admin to include teachers and allow them to have input in decisions made at Brentwood.

Students - Our students know that negative behavior at Brentwood is not acceptable. Behaviors are addressed immediately using our school wide behavior plan and processes. Because of our clear steps for a teacher, behavior issues have reduced over the years and effective and highly effective teaching and learning time has increased.

Parents - Parents are regularly notified about their child's academics and behavior. Parents are always made aware of any changes to their child's instruction, Rti processes, ESE plans, and behavior services. Parents are notified of fundraisers, book fairs, family nights, picture days, and other special events. Parents

are invited to all SAC and Title I meetings as well as conferences in order to contribute to their child's education and provide input for parental involvement plans.

Community/Partners in Education - Mentors and volunteers are invited to support learning in the classrooms or school each year. We encourage teachers to allow community support to support them where applicable and after Florida Law Enforcement clearance. Partners in Education support our school through various donations and volunteer hours. Community/Partners in Education are invited to all SAC and Title I meetings to provide input for goals.

School Navigator - Works with community establishments (i.e. doctor, dentist, transportation, housing, food, clothing, churches) to provide outside resources to families and students in need.