

Brentwood Elementary School



2014-15 School Improvement Plan

Brentwood Elementary School

4820 N PALAFOX ST, Pensacola, FL 32505

www.escambia.k12.fl.us

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

86%

Alternative/ESE Center

No

Charter School

No

Minority

70%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

B

School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	29
Professional Development Opportunities	30
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	33

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Brentwood Elementary is to ensure that every student has 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 together we capture the heart and mind of every student, their parents, and our entire community by creating an excellent learning environment for all. We strive to promote love of learning, provide cutting-edge teaching and learning tools, and offer support through various resources to produce life-long learners and problem-solvers that will flourish in tomorrow's technology infused world. Imagine the possibilities.

School Environment

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

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

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

We are a Positive Behavior Support PBS school that emphasizes a positive, safe, learning environment for all. We provide no-bully training for teachers and staff and for all students. Parents are provided information regarding the anonymous reporting site through the district. We monitor student behavior closely at school and on the bus. We provide progressive discipline consequences to those that breach the safe environment.

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

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

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

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

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

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

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

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

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

safety.

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

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We are a Positive Behavior Support PBS school that emphasizes a positive, safe, learning environment for all. We provide no-bully training for teachers and staff and for all students. Parents are provided information regarding the anonymous reporting site through the district. We monitor student behavior closely at school and on the bus. We provide progressive discipline consequences to those that breach the safe environment. Students walk through the students' rights and responsibility handbook in their classroom to ensure they understand the expectations and know what their rights are. This handbook is sent home for student/family reference. Students sign a form stating they have read and understand their rights and responsibilities.

Raptor system is used for sign-in process to ensure all visitors are safe to be on campus. Office staff is trained to check ID and blue card information to ensure that the right people are allowed contact with individual students. Teachers are provided a PBS notebook that includes disciplinary guidelines and adjudication guides from the district. We follow in-house plan for consequences for students that misbehave. We encourage parent/teacher communication as a number one defense against poor behavior. Teachers will conference in person or through phone calls.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

Students that are in the MTSS process for behavior are provided interventions and opportunities for check-in and check-out assignments where an adult is assigned to see them each day to encourage them and follow-up with their success for the day.

Early Warning Systems

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

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

The staff participated in training in August 2014 to associate characteristics of Resistant Learners. Many of these EWS were covered.

Staff training will be provided by District and DOE representatives early in 2014-15 school year to identify Early Warning indicators and how to intervene. This training will take place in October.

Emphasis on attendance will be a high priority for 2014-2015. We have a plan in place to utilize the two counselors on campus in addition to office staff and teachers to communicate regularly with parents/guardians of students with chronic tardies and absences. Counselors will make phone calls and provide conferences (attendance child study). Rewards will be in place for students with good attendance and no tardies. Each month classes with the least amount of tardies and absences will earn popsicle parties.

Suspension data will be monitored closely by the Behavior Team. RTI/MTSS process for behavior will be in place for students that exhibit behavioral difficulty in class. This process will be led by the ISS teacher and MTSS coach. Citizenship and discipline will be monitored closely. When necessary, FBA

and PBIPs will be put in place for these struggling students. Positive rewards will be in place through the PBS plan and students will be able to participate in PBS celebrations monthly as a reward for positive behavior. An emphasis will be placed on Capturing Kids' Heart (CKH)

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	8	21	12	14	8	12	75
One or more suspensions	1	4	4	4	4	7	24
Course failure in ELA or Math	0	2	2	6	0	7	17
Level 1 on statewide assessment	0	0	0	2	27	24	53

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	2	4	6	12	27

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

The staff participated in training in August 2014 to associate characteristics of Resistant Learners. Many of these EWS were covered. Staff training will be provided by District and DOE representatives early in 2014-15 school year to identify Early Warning indicators and how to intervene. This training will take place in October. Emphasis on attendance will be a high priority for 2014-2015. We have a plan in place to utilize the two counselors on campus in addition to office staff and teachers to communicate regularly with parents/guardians of students with chronic tardies and absences. Rewards will be in place for individual students with good attendance and no tardies. Each month classes with the least amount of tardies and absences will earn popsicle parties.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/172761>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Brentwood is a partnership school with the University of West Fl. Through this partnership, we have student interns, receive support from practicum students, tutors and various dept. heads at the University. Through this partnership, we have a peer to peer tutoring group that will work with 5th grade math students. We will also have tutoring provided for identified struggling readers.

Brentwood has a parent liaison that promotes community and parent involvement in the education process.

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

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Arnold, Lisa	Principal
Cain, Kristin	Assistant Principal
Brown, Audrey	Teacher, K-12
Szatkowski, Hannah	Teacher, K-12
Cooley, Rachel	Teacher, K-12
Ashton, Camille	Teacher, K-12
Bradley, Cheryl	Teacher, K-12
Hurd, Yvonne	Teacher, K-12
Lamar, Ordeane	Teacher, ESE
Broussard, Jodie	Instructional Coach
Harris, Angie	Teacher, K-12
Giles, Melissa	Teacher, ESE
Wade, Gorden	Teacher, K-12
Highbaugh, Melissa	Teacher, K-12

Duties

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

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

Some of the core leadership team attended a four day DA academy this summer to review school data, progress, and create goals to work toward for the 2014-15 school year. 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 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 implementing our plan, our hope is for each student to make progress. Our goal is improved student achievement and delivery of core instruction and intervention strategies.

The leadership team will meet monthly to review data and progress towards goals in the SIP.

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

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

The Leadership Team will meet monthly to :

- *Review policies and procedures, discuss items to be shared from various curriculum departments at grade level meetings.

- *Develop and conduct professional development throughout the school year

- * Spend time analyzing school Reading, Math, and Behavior data.

- *Attend and support RTI/MTSS Tier meetings to ensure implementation of RtI/MTSS is effective and strategies are implemented with fidelity.

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through small group instruction and tutoring. Funding from Title I provides Brentwood with an MTSS/ RTI coach, Assistant Principal, 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 6 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 7 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 4 identified homeless students.

Supplemental Academic Instruction (SAI)

2014-2015 School year, SAI will go to pay for substitutes for teachers to conduct parent conferences, purchase school supplies and computer software for our school.

Violence Prevention Programs

The school offers a non-violence and anti- drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school wide activities and guest speakers. Through our school wide behavior plan, we provide training for faculty, staff, and students regarding bullying.

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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Lisa Arnold	Principal
Deidre Young	Education Support Employee
Devonna Chance-Gulley	Education Support Employee
Angie Harris	Teacher
Clint Brown	Business/Community
Utahna Hughes	Parent
Delia Petit	Parent
Dee Freyhoffer	Parent
Wing Chan Nguyen	Parent
Victoria Brown	Parent
Tamika McKinstry	Parent
Jakima Murphy	Parent
Uri Blackwell	Parent
Tearra Middleton	Parent

Duties

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

Evaluation of last year's school improvement plan

Available Assessment results were shared at the last SAC meeting of the 2013-14 school year. The most current data will be shared at the first meeting in October with SAC to determine effectiveness of strategies in place last year for school improvement and determine further plans for improvement and utilization of resources in place at Brentwood.

Development of this school improvement plan

The School Advisory Council at Brentwood Elementary met 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. 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.

Preparation of the school's annual budget and plan

During the 2013-2014 school year, SAC met to discuss curriculum, testing data, budgets, parent involvement activities, and other business related to the school. During these meetings, members voice suggestions and concerns regarding school progress towards our goals and through these suggestions, we plan for future improvement at Brentwood Elementary.

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

No funds have been allocated to Brentwood at this time

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Arnold, Lisa	Principal
Broussard, Jodie	Other
Cain, Kristin	Assistant Principal
Harris, Angie	Teacher, K-12
Bradley, Cheryl	Teacher, K-12
Myers, Mindy	Teacher, K-12
Wiley, Vera	Teacher, K-12
Brantley, Alison	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Initiatives of LLT:

- Continue to implement concepts from the books: Quality Questioning- higher order questioning, Reading Powers, and The Daily Five.
 - Focus on effective vocabulary instruction across all curriculum
 - * K-5 implementation of response to instruction through journals
 - 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 2014-15 will be continued support of implementation of Wonders curriculum to fidelity, incorporating key components of Step up to Writing, Response Journals k-5, Discovery Ed Implementation, Close reading with Non-fiction texts (increasing text complexity), providing opportunities for written extensions across all content areas- providing text-based evidence and continued support for motivational reading programs such as AR.

Public and Collaborative Teaching

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

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

Teachers have a common plan time built in to the master schedule to ensure daily opportunities to collaborate and plan with colleagues. They also hold grade level meetings on Tuesday of each week to plan and collaborate. At these meetings, the grade chair provides an agenda to the team, notes are documented from each meeting, and agendas/notes are shared weekly with the principal. Mentors are provided for new teachers and teachers new to Brentwood.

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

Person Responsible: Lisa Arnold, Principal

Strategies include:

- Hire NCLB Highly Qualified Instructors.

- Assign Mentor Teachers for First year Teachers.
- Assign a Brentwood Veteran Teacher to Teachers new to Brentwood.
- Conduct 30 day and 90 day employee, student teacher, and practicum 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.

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

Hannah Szatkowski, experienced first grade teacher- mentor for new k-2 teacher Scotti Hoffman.

Keri Peel, experienced first grade teacher- mentor for new to Brentwood Rachel Martina.

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

Cherisse Tarter, experienced ESE teacher- mentor for novice ESE teacher..... Rasor and new to Brentwood,ESE.

Audrey Brown, experienced kindergarten teacher, grade level chair- mentor for new to grade level teacher, Kristi Mims.

Melissa Highbaugh, experienced teacher- mentor for Lacey Carrasquillo, new first grade teacher.

Cathy Hamilton, experienced second grade teacher- mentor for beginning teacher Teresa Restifo.

Alison Brantley, experienced teacher- mentor for beginning teacher Maita Trahms.

Donna Conner, experienced fifth grade teacher, mentor for beginning part time teacher, Jessica Haupt.

Planned Mentoring Activities:

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

Camille Ashton, experienced third grade teacher- mentor for new to Brentwood teacher, Liz Thomas.

Sherri Jackson, experienced fourth grade teacher- mentor for new to Brentwood teacher, Alan Turner.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Brentwood uses curriculum that is currently adopted by the district. These materials meet state qualifications and are aligned to Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Brentwood's master schedule is designed with student needs in mind. We provide opportunities for students that require intensive intervention (iii) in academic areas to have a specific time to receive

interventions and ensure resources are available. We have an RTI/MTSS coach that monitors student data and provides strategies for teachers and parents to differentiate the learning for students. ESP staff is utilized to the fullest capacity to work with students. Administration and Leadership monitors progress through data analysis and data meetings with teachers.

In order to meet the needs of our higher achieving students, we have a cluster gifted classroom in third, fourth, and fifth grade. Students meeting high functioning criteria are placed in these cluster classrooms to motivate and increase the academic rigor they are exposed to on a daily basis. We have special area teachers that provide enrichment classes during the week to ensure time for teachers to work with their struggling students during the assigned iii time.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,000

Teachers meet weekly for an hour with grade level to plan and collaborate.

Teachers meet monthly for an hour to analyze student data and make instructional decisions.

Teachers meet monthly to participate in book study- Higher Order Questioning.

Teachers participate in professional development opportunities monthly.

Strategy Rationale

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

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Arnold, Lisa, larnold@escambia.k12.fl.us

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

Teachers will keep data binders that will include all assessment data and documentation of lesson plans for small groups based on data.

Agenda and minutes from grade level and data meetings will be shared with the principal.

Through teacher observation and classroom walkthroughs, evidence of higher order questioning will be noted.

Student Transition and Readiness

PreK-12 Transition

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

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

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

form that contains the kindergarten grade level expectations.

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

Additionally, the Volunteer Coordinator, School Nurse, and Guidance Counselor provide information to parents that relate to their perspective jobs. Handouts from this parent meeting is available on Brentwood's website.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

 G042621

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Reading - All Students	67.0

Resources Available to Support the Goal 2

- 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 3

- Foundational skills regarding the curriculum are at a minimal level

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Lisa Arnold

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

In Observations and Feedback administration will look for higher-order questioning in peer to peer discourse, student achievement as evidenced in data notebook review, lesson plans, student journals, administration will meet with grade levels to discuss Discovery Education data, grade levels will meet monthly to discuss grade level data to reflect and adjust curriculum needs

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

G042622

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

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

Targeted Barriers to Achieving the Goal 3

- Strategies for Classroom Structures and effective ways to engage and motivate students need to be implemented with fidelity

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Lisa Arnold

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Due to effective implementation of classroom strategies, student achievement will increase in all academic areas as evidenced by progress monitoring.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


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

 G042621

G1.B1 Foundational skills regarding the curriculum are at a minimal level **2**

 B104054

G1.B1.S1 Professional development is planned to provide guidance in: Resistance Learner Model, Identifying EWS, Facilitating data meetings, data analysis (DE and other assessments), Lesson delivery and planning to include higher order questioning, book study with K-5 to improve questioning strategies, DOE and district level training in writing and working with rubrics, implementing written extensions in all subject areas in response journals K-5. This professional learning will take place with site-level experts, a local reading consultant, and district level instructional coaches, and DOE representatives. **4**

 S115176

Strategy Rationale

Continuous professional development will build the confidence of teachers and students will positively benefit from highly trained teachers.

Action Step 1 **5**

Teachers will participate in school wide book study with the book, Quality Questioning.

Person Responsible

Jodie Broussard

Schedule

Monthly, from 10/13/2014 to 5/29/2015

Evidence of Completion

Grade Level agenda/notes, Response to reading in Edmodo, Observation

Action Step 2 5

Common Planning Times for Grade Level Collaboration. Weekly grade level meetings and monthly data meetings will be scheduled for all teachers.

Person Responsible

Lisa Arnold

Schedule

Evidence of Completion

Grade Level Meeting Agenda, Notes

Action Step 3 5

Professional development will be offered to classroom teachers to assist with learning about Resistant Learners, Learning EWS that indicate students at risk, meeting facilitation, the application of processes and lesson delivery, planning effectively to meet diverse student needs, and incorporating higher order questions and providing peer to peer discourse with complex text and written extensions.

Person Responsible

Lisa Arnold

Schedule

Evidence of Completion

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

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

Teachers utilizing higher-order questioning in the classroom and students are responding appropriately.

Person Responsible

Lisa Arnold

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Feedback from Walk throughs, Lesson Plans

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

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

Person Responsible

Lisa Arnold

Schedule

Monthly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Feedback from Walk throughs and lesson plans, Increase student achievement as evidenced by progress monitoring in data notebooks, student artifacts

G1.B1.S2 Grade levels will meet weekly during common planning time to discuss curriculum and planning. Teachers will meet at least once a month to discuss progress monitoring data and current instructional strategies. 4

 S115177

Strategy Rationale

Scheduled time for teachers to meet will reduce the barrier of teachers not having time to plan and collaborate. This will allow teachers the opportunity to share what is working in their classroom and provide each other with support in their curriculum. Reviewing data to determine instructional decisions will be key to providing appropriate differentiation for students.

Action Step 1 5

During common planning time, professional development by district and DA staff, will be scheduled and weekly grade level meetings will be scheduled such as unpacking the standards and test item specifications, writing rubrics, collaboration protocols, and content limits.

Person Responsible

Lisa Arnold

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

master schedule, school wide calendar

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

Grade level chairs will provide feedback/notes from each grade level and data meetings to leadership.

Person Responsible

Lisa Arnold

Schedule

Weekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Feedback/Notes, data notebooks, observation

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

Increase student achievement through progress monitoring of data.

Person Responsible

Lisa Arnold

Schedule

Weekly, from 8/11/2014 to 5/29/2015


Evidence of Completion

data notebooks, student artifacts


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

 G042622

G2.B2 Strategies for Classroom Structures and effective ways to engage and motivate students need to be implemented with fidelity 2

 B104056

G2.B2.S1 Provide effective in-service opportunities that will increase student engagement and motivation to learn. 4

 S115178

Strategy Rationale

Action Step 1 5

Engage teachers in professional development opportunities that will increase student engagement and motivation to learn with time to practice and implement these strategies.

Person Responsible

Lisa Arnold

Schedule

On 5/29/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Will Provide Feedback on practicing and implementation of classroom strategies as they relate to student engagement and motivation.

Person Responsible

Lisa Arnold

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Feedback from Observations (E3), Classroom Walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Administration will visit classrooms to ensure the strategies on effective student engagement techniques and motivation are being implemented to increase student achievement.

Person Responsible

Lisa Arnold


Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Feedback from observations(E3), Feedback data from Classroom Walkthroughs

G2.B2.S2 Provide engaging STEM related activities for students. 4

 S115180

Strategy Rationale

Action Step 1 5

Increase number of engaging STEM related activities offered to students.

Person Responsible

Melissa Highbaugh

Schedule

Daily, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observations/ Walkthroughs/Student Work Products/Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

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

Person Responsible

Melissa Highbaugh

Schedule

On 5/29/2015

Evidence of Completion

Lesson Plans/Observations/Student Product

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

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

Person Responsible

Lisa Arnold

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Observations, Walk-throughs, Student Products, E3

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will participate in school wide book study with the book, Quality Questioning.	Broussard, Jodie	10/13/2014	Grade Level agenda/notes, Response to reading in Edmodo, Observation	5/29/2015 monthly
G2.B2.S1.A1	Engage teachers in professional development opportunities that will increase student engagement and motivation to learn with time to practice and implement these strategies.	Arnold, Lisa	8/11/2014	Sign-in sheets, grade level meeting agenda/notes, Classroom Walkthroughs	5/29/2015 one-time
G2.B2.S2.A1	Increase number of engaging STEM related activities offered to students.	Highbaugh, Melissa	8/18/2014	Observations/ Walkthroughs/Student Work Products/Lesson Plans	5/29/2015 daily
G1.B1.S2.A1	During common planning time, professional development by district and DA staff, will be scheduled and weekly grade level meetings will be scheduled such as unpacking the standards and test item specifications, writing rubrics, collaboration protocols, and content limits.	Arnold, Lisa	8/11/2014	master schedule, school wide calendar	5/29/2015 weekly
G1.B1.S1.A2	Common Planning Times for Grade Level Collaboration. Weekly grade level meetings and monthly data meetings will be scheduled for all teachers.	Arnold, Lisa	8/11/2014	Grade Level Meeting Agenda, Notes	daily
G1.B1.S1.A3	Professional development will be offered to classroom teachers to assist with learning about Resistant Learners, Learning EWS that indicate students at risk, meeting facilitation, the application of processes and lesson delivery, planning effectively to meet diverse student needs, and incorporating higher order questions and providing peer to peer discourse with complex text and written extensions.	Arnold, Lisa	8/11/2014	Sign-in sheets, Classroom Walkthroughs, Lesson Plans, Meeting Agendas	one-time
G1.MA1	Teachers will demonstrate knowledge of effective lesson delivery and planning to	Arnold, Lisa	8/11/2014	In Observations and Feedback administration will look for higher-order	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	include higher order questioning, data driven instructional decisions, and the implementation of written extensions in all subject areas.			questioning in peer to peer discourse , student achievement as evidenced in data notebook review, lesson plans, student journals, administration will meet with grade levels to discuss Discovery Education data, grade levels will meet monthly to discuss grade level data to reflect and adjust curriculum needs	
G1.B1.S1.MA1	Teachers will demonstrate an understanding of the application of processes and lesson delivery.	Arnold, Lisa	8/11/2014	Feedback from Walk throughs and lesson plans, Increase student achievement as evidenced by progress monitoring in data notebooks, student artifacts	5/29/2015 monthly
G1.B1.S1.MA1	Teachers utilizing higher-order questioning in the classroom and students are responding appropriately.	Arnold, Lisa	8/11/2014	Feedback from Walk throughs, Lesson Plans	5/29/2015 monthly
G1.B1.S2.MA1	Increase student achievement through progress monitoring of data.	Arnold, Lisa	8/11/2014	data notebooks, student artifacts	5/29/2015 weekly
G1.B1.S2.MA1	Grade level chairs will provide feedback/notes from each grade level and data meetings to leadership.	Arnold, Lisa	8/11/2014	Feedback/Notes, data notebooks, observation	5/29/2015 weekly
G2.MA1	Will continuously visit classrooms to collect data on effective student engagement and motivational techniques and plan future learning opportunities based on data over time.	Arnold, Lisa	8/18/2014	Due to effective implementation of classroom strategies, student achievement will increase in all academic areas as evidenced by progress monitoring.	5/29/2015 weekly
G2.B2.S1.MA1	Administration will visit classrooms to ensure the strategies on effective student engagement techniques and motivation are being implemented to increase student achievement.	Arnold, Lisa	8/18/2014	Feedback from observations(E3), Feedback data from Classroom Walkthroughs	5/29/2015 weekly
G2.B2.S1.MA1	Will Provide Feedback on practicing and implementation of classroom strategies as they relate to student engagement and motivation.	Arnold, Lisa	8/18/2014	Feedback from Observations (E3), Classroom Walkthroughs	5/29/2015 monthly
G2.B2.S2.MA1	Will review lesson plans and visit classrooms to monitor student engagement in STEM related activities.	Arnold, Lisa	8/18/2014	Observations, Walk-throughs, Student Products, E3	5/29/2015 weekly
G2.B2.S2.MA1	Will review the STEM related activities provided to students. Will Work with teachers that need additional help with rigorous/engaging activities.	Highbaugh, Melissa	8/18/2014	Lesson Plans/Observations/Student Product	5/29/2015 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Foundational skills regarding the curriculum are at a minimal level

G1.B1.S1 Professional development is planned to provide guidance in: Resistance Learner Model, Identifying EWS, Facilitating data meetings, data analysis (DE and other assessments), Lesson delivery and planning to include higher order questioning, book study with K-5 to improve questioning strategies, DOE and district level training in writing and working with rubrics, implementing written extensions in all subject areas in response journals K-5. This professional learning will take place with site-level experts, a local reading consultant, and district level instructional coaches, and DOE representatives.

PD Opportunity 1

Teachers will participate in school wide book study with the book, Quality Questioning.

Facilitator

Administration/DOE representative/Teachers/Interns

Participants

Teachers, UWF Interns, Student Teachers, Administration

Schedule

Monthly, from 10/13/2014 to 5/29/2015

PD Opportunity 2

Professional development will be offered to classroom teachers to assist with learning about Resistant Learners, Learning EWS that indicate students at risk, meeting facilitation, the application of processes and lesson delivery, planning effectively to meet diverse student needs, and incorporating higher order questions and providing peer to peer discourse with complex text and written extensions.

Facilitator

John Cannon, Ann Selland, Emily Jones, Philicia Rich- DOE representatives Beverly Patteson- District Instructional Coach Tech iV- DE, Teacher/Student Technology tools RTI/MTSS Coach- Fidelity of Core Programs and implementation of FL Standards Principal/Assistant Principal- Implementation of FL Standards, 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.

Schedule

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

G2.B2 Strategies for Classroom Structures and effective ways to engage and motivate students need to be implemented with fidelity

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

PD Opportunity 1

Engage teachers in professional development opportunities that will increase student engagement and motivation to learn with time to practice and implement these strategies.

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

Participants

Faculty/Staff, UWF Interns, Student Teachers

Schedule

On 5/29/2015

G2.B2.S2 Provide engaging STEM related activities for students.

PD Opportunity 1

Increase number of engaging STEM related activities offered to students.

Facilitator

Melissa Highbaugh

Participants

Students K-5

Schedule

Daily, from 8/18/2014 to 5/29/2015

Budget Rollup

Summary	
Description	Total
Goal 1: If we increase rigor with the implementation of purposeful planning which includes: Data analysis, unpacking of the standards, higher order questioning, written extensions, and peer to peer discourse then student achievement will increase in all academic areas.	132,365
Goal 2: If student engagement and motivation to learn is increased, then student achievement will improve in all academic areas.	2,556
Grand Total	134,921

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

Description	Source	Total
B1.S1.A1 - Funding reserved for professional development will be utilized to purchase the Quality Questioning resource book for all teachers/interns.	Title I Part A	1,490
B1.S1.A3 - Professional development funds are used to pay teachers for off-contract training time, substitutes for training opportunities during the school day, parent-teacher conferencing, supplies for training, etc.	Title I Part A	0
B1.S1.A3 - Professional resources are allotted through Title I funds to purchase human resources such as our STEM teacher, RTI/MTSS facilitator, parent liaison, and tech assistant. These positions directly support students and families in all academic areas.	Title I Part A	130,875
Total Goal 1		132,365

Goal 2: If student engagement and motivation to learn is increased, then student achievement will improve in all academic areas.

Description	Source	Total
B2.S2.A1 - Consumable science material fund will be utilized to purchase items for STEM activities to be used with K-5 students.	Other	2,556
Total Goal 2		2,556