

Executive Summary for Brighton Elementary School

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SCHOOL SUMMARY:

Brighton Elementary School has found its home at 1100 Portsmouth Blvd since 2004. Since that time, Brighton has served its surrounding neighborhoods through academic enrichment and community involvement. During the 2015 - 2018 school years, Brighton Elementary School was denied accreditation by the Virginia Department of Education for failing to meet the required benchmarks in each of the four content areas of English, Mathematics, History, and Science. The school is now accredited with conditions, with its only area that is at a level three according to the new accreditation standards being science instruction. This school year, intentional focus has been placed on transforming the trajectory of the school through meaningful professional development based on data analysis and through frequent and timely feedback given to teachers through classroom, planning, and professional learning community observations. The office of curriculum and instruction gives our school an objective, non-evaluative lens through which our faculty can continue to grow to allow our students to experience success through the delivery of quality lessons. Brighton Elementary School focuses itself on quality instruction, data informed decision making, fiscal responsibility, parental and community engagement, and evidence based strategies to shift our social and academic culture and give our students the ability to be 21st century learners. Our projections to meet full accreditation within one school year are as follows:

Trajectory of Progress				
Content Area(s) not Fully Accredited	2015 - 2016	2016 - 2017	2017 - 2018	2018-2019
English	69	76 (Accredited)	62	68
Mathematics	77 (Accredited)	72 (Accredited)	54	66
History	73 (Accredited)	52	34	66
Science	58	48	35	66

Staff: Brighton has its fourth principal in as many years. The assistant principal from last school year has returned, and together, the administrative team focused initially on having a fully staffed school with endorsed teachers. To that end, the new administrative team has addressed the 13 staffing vacancies that existed in July 2018, and Brighton is now fully staffed. Support for our new teachers at Brighton is paramount for our instructional programming to strengthen and blossom for our students. Relevant professional development allows teachers to add to their instructional toolkits as they become well-versed in helping students to grow over time and be on grade level by their exit from Brighton Elementary.

Instructional Program: The leadership team and teachers of Brighton Elementary School will implement programs that support the curriculum and utilize resources provided weekly. English/Reading teachers implement the use of Pearson Power Assessment and Analytics to assess and monitor student progress. All teachers are required to develop and execute engaging lessons that focus on unpacked standards and that support the VDOE five C's within their instruction. With focus on differentiated instruction, Brighton's faculty and staff are expected to focus on student growth, especially in areas where students have demonstrated an achievement gap as related to their peers.

STUDENT INFORMATION:

Grade Range:	K-6	Percentage Hispanic:	1.0%	Percentage of English Language Learner Students:	0
Total Enrollment:	427	Percentage Black:	96.7%	Percentage of Students with Disabilities:	13.4%
Percent of Students Identified as Economically Disadvantaged:	91.4%	Percentage White:	2.3%		
		Percentage Asian:	0%		
		Percentage Native American:	0%		
Federal Accountability Status:		Attendance Rate:	93.8%	Dropout Rate:	N/A
Accreditation Status:	Accredited with Conditions	Graduation Rate:	N/A		

SCHOOL FACULTY AND ADMINISTRATION:

Number and Type of Administrators:	1 Principal; 1 Assistant Principal
Number of General Education Teaching Faculty:	31
Number of Special Education Teaching Faculty:	4
Number and Type of Itinerant Faculty:	1 Speech Teacher
Number and Type of Coaches:	1 Reading Coach
Number of Teacher Assistants:	9
Number and Type of Specialized Teaching Staff:	0
Number and Type of Resource Staff:	1, Math Specialist and Reading Interventionist
Other Faculty Support:	2 PALs (included within the 9 IAs)

CURRICULUM OVERVIEW

Brighton Elementary School follows the curriculum prescribed by the Virginia Department of Education and Portsmouth Public Schools. Through instructional best practice and with using technology to leverage student learning and experiences and assist them with creating authentic products, Brighton provides high quality instruction in each of the core content areas of English, Mathematics, Science, and Social Studies, as well as enrichment and acceleration instruction through ENCORE electives, gifted and talented programming, and special education and other related services.

Teachers foster the love of reading in children through exemplary use of a variety of instructional best practices. Standards Based Educational Field Trips are also a central element in our educational process. Teachers differentiate in a multitude of ways. This occurs in all classrooms. Reading allows for differentiation through a balanced literacy framework, which includes the Daily 5 model, targeted small groups and individualized instruction. Students are also engaged in reading in creative ways, including the introduction of the Million Page Challenge where students read for pleasure, and write about their reading collectively as a school.

In Mathematics, teachers and Specialists meet during co-planning and content meetings to analyze student data and progress. This collaboration affords the math teams the opportunity to tier students, plan interventions, and use best practices to increase student achievement. The mathematics specialist provides professional development to assist teachers with planning engaging instruction. Focus is on building a deep understanding of required mathematical concepts and limiting the use of math worksheets. Teachers are encouraged to use hands-on lessons, manipulatives, and meaningful real-life mathematical learning experiences. The classroom teachers, special education teachers, instructional assistants, mathematics specialist, and the algebra readiness tutor, are working with small groups of students in stations, and providing interventions based on tiers, targeted skills, and specific individual student needs. Teachers are required to use Gizmo Technology and approved PPS resources, including ST Math and the newly adopted mathematics textbook.

The administration is focused on the instructional approaches in all subjects. Brighton is committed to assisting students with performing on grade level by the time they matriculate through elementary school. Through a strict adherence to the curriculum and the appropriate pacing of lessons, teachers at Brighton are dedicated to unpack curriculum standards, differentiate instruction, and execute the written curriculum within the classroom with fidelity.

EXTENDED LEARNING OPPORTUNITIES

Instructional staff participates in the following professional development opportunities on a weekly and monthly basis:

- Collaborative planning meeting focused on tiered instruction
- data analysis and formative assessments
- PALS Instruction
- differentiated instruction
- unpacking standards
- district wide professional development activities.
- PBIS training and classroom management as related to engaging instruction

In addition, the principal's school leadership team, composed of grade level chairs, content leaders, and other key stakeholders within the school including instructional assistant leader, office manager, cafeteria manager, and the parent liaison, undergoes monthly training on areas key to the school, especially school wide interventions that are closely related to student achievement, attendance, and discipline.

AREAS OF STRENGTH

Attendance at Brighton Elementary remains near 94%, showing that students are attending school on a regular basis, and are present for the key learning that needs to take place for student growth over time. In the 2018/2019 school year, student discipline data are also down, with 40 suspensions occurring to this point in the school year in comparison to 80 last school year at this same point in the year. Parental involvement has increased as reflected in attendance and membership at PTA functions and school day related events. 2018/2019 first quarter benchmark data also shows student growth taking place in grades 4-6 English courses.

AREAS OF CONCERN

The number of students reading at least one level below grade level according to PALS and iReady data continues to be a major concern at Brighton. Fall 2018 data show a 54% PALS identification rate school wide, which is up from 39% in the Fall of 2017, and 44% from Spring 2018. iReady data indicate close to 38% of Brighton's students are at least one grade level below reading level. Reading comprehension is key to success across the curriculum, as SOL data over the past three years shows a negative trend in all content areas.

STRAND I: TEACHING FOR LEARNING					
1	ENGLISH LANGUAGE ARTS (ELA)		2	MATHEMATICS	
	SMART Goal(s): By June 2021, there will be an increased pass rate (73% as identified by the Federal Accountability Target) on the end-of-course English SOL test as compared to last year's pass rate of 52.42%.			SMART Goal(s): By June 2021, there will be an increased pass rate (74% as identified by the Federal Accountability Target) on the end-of-course Mathematics SOL test as compared to last year's pass rate of 47.56%.	
3	SCIENCE		4		
	SMART Goal(s): By June 2021, there will be an increased pass rate (68%) on the end-of-course Science SOL test as compared to last year's pass rate of 34%.			SMART Goal(s):	
5 Other (specify):		SMART Goal(s):			
ACTION PLAN					
Essential Action/Research-Based Strategy:					
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency

Strand 1, All Subjects	Attend and participate in weekly data conversations and planning meetings with content specialists to make data-informed decisions.	Principal, assistant principal, math specialist, reading instructional coach, interventionist, teachers	September 2018-June 2019	Lesson plans, agendas, sign-in sheets, data minutes	Principal and Assistant Principal Weekly
Strand 1, All Subjects	Develop lesson plans that are aligned with regard to content and cognition level of the standards of learning.	Teachers	September 2018-June 2019	Lesson Plans and Feedback forms	Principal, Assistant Principal, Math Specialist, Reading Coach, Reading Interventionist Weekly
Standard 2: Professional Development	Conduct various monthly professional development focused on data analysis and specific differentiation strategies to show growth in Tier II and Tier III students over time.	Principal, Assistant Principal	September 2018 - June 2019	PD presentations, agendas, sign-in sheets, data sheets	Principal and Assistant Principal Monthly
Strand 1, Goal 1 and Goal 4	Use word analysis strategies and word reference materials to aid in reading comprehension to improve performance in fictional and non-fictional texts.	Teachers, Reading Coach, Reading Interventionist, PALS Instructional Assistants	September 2018 - June 2019	iReady data, growth assessment data, evidence of strategies in lesson plans, TalentEd Observations regarding the use of these strategies, meeting minutes from content-based meetings	Principal, Assistant Principal, Reading Coach Weekly
Strand 1, Goal 2	Build mathematical literacy by teaching mathematical vocabulary, symbols, and key terms using developed curriculum resources.	Teachers, Math Teacher Specialist	September 2018 - June 2019	Meeting minutes from math content meetings, evidence of appropriate vocabulary in lesson plans, data from 2-week formative assessments	Assistant Principal, Math Teacher Specialist bi-weekly
Strand 1, Goal 3	Appropriately unpack standards in science instruction standards so content is taught to the rigor expected by the state curriculum.	Teachers	September 2018 - June 2019	Lesson plans and feedback forms, PD presentations, agendas, and sign-in sheets	Principal Weekly

STRAND II: SCHOOL ENVIRONMENT

6	Leadership and Governance	7	Commitment to Professional Learning
	SMART Goal(s): For the 2018/2019 school year, building level administrators and content specialists will check 100% of teacher lesson plans for appropriateness and content alignment.		SMART Goal(s): During the 2018/2019 school year, dedicated vertical planning and PD sessions will be conducted once a month for each content area.
8	Safe and Orderly Environments	9	Family and Community Engagement
	SMART Goal(s): During the 2018/2019 school year, overall suspensions, disorderly conduct infractions, and suspensions of male students will decrease by a minimum of 30% as compared to last school year.		SMART Goal(s): By the end of the 2018/2019 school year, parental engagement as measured by parent participation in various school functions and measures will increase over last school year by 100%.
10 Other (specify):	Teacher Retention	SMART Goal(s): By the end of the school year, new teachers to Brighton Elementary will be retained at a rate of 75% or higher as measured by their return to Brighton for the 2019/2020 school year.	

ACTION PLAN

Essential Action/Research-Based Strategy:

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Strand II, Goal 6	Provide weekly lesson plan feedback to all teachers, being sure that the BCC objectives are present, aligned, and appropriate	Principal Assistant Principal Reading Coach Reading Interventionist Math Specialist	September 2018 - June 2019	Lesson Plan Feedback Forms Updated Lesson Plans for those not approved by lesson plan checkers	Principal, Assistant Principal, Math Specialist, Reading Coach, Reading Interventionist Weekly
Strand II, Goal 6	Conduct both informal and formal observations focused on the consistency with which approved lesson plans	Principal Assistant Principal	September 2018 - June 2019	TalentEd Observations Pre-Post Conference Meeting Minutes	Principal and Assistant Principal Monthly

	are what is taught in the classroom				
Strand II, Goal 7	Schedule before school and after school meetings that allow for content level teachers to meet and review the vertical articulation of the content along with student performance data	Teachers Reading Coach Math Specialist Reading Interventionist	December 2018 - June 2019	Meeting Minutes Vertical Team Sign-In Sheets Meeting Agendas Before School/After School Meeting Calendar	Principal and Assistant Principal Monthly
2. Essential Action/Research-Based Strategy:					
Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Strand II, Goal 8	Review suspension and referral data with teachers monthly and determine the interventions that should be in place prior to a student receiving a suspension from school.	PBIS Data Coach SWIS Data Coach School Leadership Team	August 2018 - June 2019	PowerSchool Log Entry Suspension Data Report SWIS Data Report Monthly Faculty and Staff Meeting Agendas	Principal and Assistant Principal Monthly
Strand II, Goal 9	Complete bi-weekly robocalls to parents regarding the events occurring at Brighton Elementary, and include at least 5 parental engagement surveys through school messenger	Principal	September 2018 - June 2019	School Messenger Call Reports School Messenger Survey Reports	Principal bi-weekly
Strand II, Goal 9	Place phone calls and complete house visits for parents of students that are considered disengaged with school events to encourage their participation through volunteer opportunities or focus group forums.	Principal Assistant Principal Parent Liaison School Counselor	September 2018 - June 2019	Home Visit Completed Form Phone Logs and PowerSchool Documentation in Log Entries Parent Sign-In Sheets at Focus Group Forums	Principal, Assistant Principal, and Parent Liaison Monthly
3. Essential Action/Research-Based Strategy:					

Focus Area <i>[Domain(s)/Student Group(s)]</i>	Action Steps	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Monitoring and Frequency
Strand II, Goal 10	Schedule before school and after school meetings that allow new teachers to Brighton and their mentors to collaborate on the best practices necessary for success within the teaching profession.	Schoolwide Leadership Team	August 2018 - May 2019	Sign-In Sheets from Meetings Meeting Agendas Established list of school based mentors/mentees	Principal and Assistant Principal Monthly
Strand II, Goal 10	Organize the master schedule such that new teachers can receive support from their grade levels, instructional coaches, interventionists, specialists, and administrators during the school day.	Principal Assistant Principal Reading Coach Math Specialist Reading Interventionist	July 2018 - June 2019	Master Schedule Meeting Minutes and Agendas	Principal and Assistant Principal on an on-going basis (monthly, at minimum)