

Miami-Dade County Public Schools

Brentwood Elementary School



2015-16 School Improvement Plan

Brentwood Elementary School

3101 NW 191ST ST, Miami Gardens, FL 33056

<http://brentwood.dadeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	92%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	100%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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	21
Goals Summary	21
Goals Detail	21
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	31
Appendix 2: Professional Development and Technical Assistance Outlines	32
Professional Development Opportunities	33
Technical Assistance Items	35
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
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 the Brentwood Elementary is to strive to bring the best out of every child. The school believes that all students are more than able and capable of reaching higher heights of success in education through the utilization of technology, innovative strategies, parental involvement and building self-esteem. Brentwood Elementary is on a quest to be the best.

Provide the school's vision statement

Brentwood Elementary School is part of a multicultural unit within the community. Indeed, the school's vision involves establishing the posture that enriches the community through; the infusion of our multicultural heritage; the acquisition of skills whereby students will become responsible citizens who maximize their fullest potential as life-long learners; the integration of technological advancements in preparation for the world of work; and the extension of the services of the school to encompass the needs of each learner and the community to empower students by ensuring academic fruition, emotional intelligence and an appreciation for cultural and ethnic diverseness.

School Environment

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

Given that communication and interaction between global neighbors have proliferated through the immersion of technology, cultural awareness and appreciation are vitally important in our daily exchange with each other. Moreover, residing and holding citizenship in a nation that is rapidly transitioning into a country reflective of the diverseness prevalent around the world, it is of great benefit to internalize knowledge of multiculturalism and to gain a respect for cultural differences. Brentwood Elementary School acquires insight about various heritages through the recognition and celebration of culture-specific initiatives.

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

The District's Student Code of Conduct Handbook provides students with the rules and expectations for their behaviors. This handbook is carefully reviewed by administrators and staff as well as resolutely followed. The Student Code of Conduct promotes a violence-free learning environment. Therefore, Brentwood Elementary prohibits threats to others, bullying, harassment or other unwelcomed or violent behaviors. In addition, there are four highly visible security guards as well as strict volunteer and visitor's guidelines.

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

There are designated "No Bully" zones and Positive Behavior Support (PBS) strategies used to encourage and acknowledge positive behaviors. Instructional staff, with students' input, have established rules and procedures for their classrooms. These procedures and plans include positive

reinforcements and incentives for desirable and model behaviors as well as consequences for inappropriate and undesirable behaviors.

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

In order to ensure the social-emotional needs of students are met, group and individual counseling sessions are provided. There is also an in-school social worker who visits the home of students and parents requiring services. In addition mentoring programs are provided such as Little Brothers and Sisters Striving for Success Program (LBSSS) and the 5000 Role Models. Furthermore, a web based program (Class Dojo) is being implemented school-wide to farther encourage positive behaviors and as a form of communication with parents through a technological medium.

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

56 students missed 10 percent or more of available instructional time.
 11 students had 1 or more suspensions in 2014-2015.
 120 students failed in English Language Arts or Mathematics.
 169 students receive a Level 1 on statewide, standardized assessments in English Language Arts or mathematics.

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	25	11	9	9	2	1	57
One or more suspensions	9	3	4	19	1	0	36
Course failure in ELA or Math	23	20	18	25	19	15	120
Level 1 on statewide assessment	0	0	0	75	49	45	169

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

1 hour of daily intervention (Using WonderWorks and Saxon).
 30 minutes of additional Differentiated Instruction in mathematics.
 Before and after school tutoring
 Spring Break tutoring.
 Pull Out/Push In interventions.
 45 minutes of DI- Reading
 ESOL Tutoring
 Science for 5th grade (5000 Role Models)

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 available at the school site.

Description

See PIP

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

The school continues to build and sustains partnership with the following communities:

Miami Dade College

Drug Enforcement Administrators (DEA)

Sam's Club

Big Brothers and Big Sisters

Big Brothers and Big Sisters in Blue

5000 Roles Models

These listed communities are invited to all EESAC meetings. Further, informative communication between partners also occur through Connect ED messages.

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:

Name	Title
Jackson, Sharon	Principal
Homidas, Solomon	Assistant Principal

Duties

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

MTSS/Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention. It is anticipated that this will be a 3-year process of building the foundation and incorporating MTSS/Rtl into the culture of each school.

Brentwood's MTSS Leadership Team will include additional personnel as resources to the team,

based on specific problems or concerns as warranted such as:

- Dr. Sharon D. Jackson, Principal - Ensures data- based decision making, implementation of MTSS/ Rtl implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
- Dr. Solomon Homidas, Assistant Principal- Ensures data- based decision making, implementation of MTSS/ Rtl implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.
- Dr. Helen Smith-Carelli, Counselor - Organizes MTSS/Rtl meetings; provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide extended resources to students.
- Cindy Fitelson, Media Specialist – Provides core reading resources that compliments the academic curriculum.
- Howard Morgenstern, School Psychologist - Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data based decision making activities.
- LaGloria Diaz, Kindergarten Chairperson
- Jessica Liquez, 1st Grade Chairperson
- Delsie Effs, 2nd Grade Chairperson
- Robin Blue, 3rd Grade Chairperson
- Augrel Williams, 4th Grade Chairperson
- Isis Gonzalez, 5th Grade Teacher
- Lori Margolin, Reading Coach K-2
- Nneka Stepney, Reading Coach 3-5
- Miriam Comer, Math Coach K-5

All of the above named Grade Level Chairs provide core instruction and collaborate with other staff members to integrate materials/instruction with activities.

- Alexa Alvarado, School social worker - Provides social history and family background information on students with academic/behavioral needs.
- Cynita Matthews, Speech Pathologist – Provides information about language and speech.

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

Brentwood's Leadership Team and EESAC will monitor and adjust the School Improvement Plan and behavioral goals through data gathering and data analysis of all District Assessments. Resources will be allocated to fund a Reading Interventionist to support small group and individual instructional needs.

The MTSS Leadership Team uses the Tier 1 Problem Solving process to set Tier 1 goals, and monitors academic and behavioral data to evaluate progress towards those goals at least three times per year by:

Tier 1

1. Holding regular team meetings where problem solving is the sole focus.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. The MTSS and Leadership Team will meet regularly to analyze Interim Assessments, FAIR and Chapter/Unit assessments to determine levels of proficiency.
4. The MTSS and Leadership Team will meet regularly to analyze Interim Assessments, FAIR and

Chapter/Unit assessments to determine students that do not show a positive response. These students will be targeted for Tier 2 Intervention.

5. Responding when students are demonstrating a positive response or have met proficiency by raising goals or providing enrichment respectively.
6. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
7. Ensure that students in need of intervention are actually receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 problem solving process after each OPM.

Tier 2

The second level of support consists of supplemental instruction and interventions provided in addition to and in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 2 problem solving meetings occur regularly (monthly is suggested) to:

1. Review OPM data for intervention groups to evaluate group and individual student response.
2. Support interventions where there is not an overall positive group response
3. Select students (see SST guidelines) for SST Tier 3 intervention

The school improvement plan (SIP) summarizes the school's academic and behavioral goals for the year and describes the school's plan to meet those goals. The specific supports and actions needed implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary, the supports that are defined in the SIP. Annual goals are translated into progress monitoring (3 times per year) and ongoing progress monitoring measures (approximately once per month) that can reliably track progress on a schedule based on student need across Tiers.

Tier 2 supports are provided to students who have not met proficiency or who are at risk of not meeting proficiency.

Finally, MTSS End of Year Tier 1 problem solving evaluates the SIP efforts and dictates strategies for the next year's SIP. At this time, previous years trend data across grade levels is used to examine impact grades for support focus or prevention/early intervention efforts.

While the SIP plan does not focus on the primary (untested) grades, the MTSS leadership team extends the intent of the SIP to kindergarten, first, and second grades as they contribute extensively to later grades performance and student engagement.

Tier 3

The third level of support consists of an additional hour of reading intervention daily in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. The Educational Transformation Office (ETO) provides additional support with Curriculum Support Specialists in reading, mathematics, and science. As part of Tier III supplemental funds are allocated by ETO for interventionists. Tier 3 problem solving meetings occur regularly (weekly is suggested during common planning) to:

1. Common planning with content area coaches and CSS weekly.
2. Using the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
3. The MTSS and Leadership Team will meet regularly to analyze Interim Assessments, FAIR and Chapter/Unit assessments to determine levels of proficiency.
4. The MTSS and Leadership Team will meet regularly to analyze Interim Assessments, FAIR and Chapter/Unit
5. Review OPM data for intervention groups to evaluate group and individual student response.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities (before-school and/or after-school programs, Saturday Academy or summer school). The district coordinates with Title II and Title III in ensuring staff development needs

are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serve as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process and the life of the school and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey, available in English, Spanish and Haitian-Creole, will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHEADS (as appropriate); Supplemental Educational Services; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II

The District uses supplemental funds for improving basic education as follows:

- training to certify qualified mentors for the New Teacher (MINT) Program
- training for add-on endorsement programs, such as Reading, Gifted, ESOL training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols.

Title III

Schools are to review the services provided with Title III funds and select from the items listed below for inclusion in the response. Please select services that are applicable to your school.

Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide:

- tutorial programs (K-12)
- parent outreach activities (K-12) through the Bilingual Parent Outreach Program (The Parent Academy)
- professional development on best practices for ESOL and content area teachers
- coaching and mentoring for ESOL and content area teachers(K-12)
- reading and supplementary instructional materials(K-12)
- cultural supplementary instructional materials (K-12)
- purchase of supplemental hardware and software for the development of language and literacy skills in reading, mathematics and science, as well as, thematic cultural lessons is purchased for selected schools to be used by ELL students and recently arrived immigrant students (K-12, RFP Process)
- Cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students

The above services will be provided should funds become available for the 2012-2013 school year

and should the FLDOE approve the application(s).

Title X- Homeless

- Miami-Dade County Public Schools' School Board approved the School Board Policy 5111.01 titled, Homeless Students. The board policy defines the McKinney-Vento Law and ensures homeless students receive all the services they are entitled to.
- The Homeless Education Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- The Homeless Education Program assists schools with the identification, enrollment, attendance, and transportation of homeless students. All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- The Staff in the Homeless Education Program provides annual training to: 1) School Registrars on the procedures for enrolling homeless students, 2) School Counselors on the McKinney-Vento Homeless Assistance Act which ensures that homeless children and youth are not to be stigmatized, separated, segregated, or isolated on their status as homeless, and are provided all entitlements, and 3) all School Homeless Liaisons assigned by the school administrator to provide further details on the rights and services of students identified as homeless.
- Project Upstart and The Homeless Trust, a community organization, provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by The Homeless Trust-a community organization.
- Project Upstart provides tutoring and counseling to selected homeless shelters in the community.
- The District Homeless Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.

Each school will identify a school-based School Homeless Liaison to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI)

This school will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation.

Violence Prevention Programs

District Policy Against Bullying and Harassment

- Miami Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the policy of the Miami-Dade County Public School District that all of its students and school employees have an educational setting that is safe, secure and free from harassment and bullying of any kind.
- This policy provides awareness, prevention and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.
- Administrators or designees are required to begin any investigation of bullying or harassment within 24 hours of an initial report.
- All Staff, Students, and Parents/Volunteers MUST receive training on an annual basis.

Every school site is required to implement 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 12.

Nutrition Programs

- 1) The school adheres to and implements the nutrition requirements stated in the District Wellness Policy.
- 2) Nutrition education, as per state statute, is taught through physical education.
- 3) The School Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.
- 4) The school participates in the Fresh Fruit & Vegetable Program which provides funds to offer students fresh fruit and vegetable snacks during the school day.

Health Connect in Our Schools

- Health Connect in Our Schools (HCiOS) offers a coordinated level of school-based healthcare which integrates education, medical and/or social and human services on school grounds.
- Teams at designated school sites are staffed by a School Social Worker (shared between schools), a Nurse (shared between schools) and a full-time Health Aide.

- HClOS services reduces or eliminates barriers to care, connects eligible students with health insurance and a medical home, and provides care for students who are not eligible for other services.
- HClOS delivers coordinated social work and mental/behavioral health interventions in a timely manner.
- HClOS enhances the health education activities provided by the schools and by the health department.

HClOS offers a trained health team that is qualified to perform the assigned duties related to a quality school health care program.

Other Programs available at Brentwood Elementary School

Little Brothers and Sisters Striving for Success Mentoring Program - This program provides At Risk students an opportunity to participate in after school team building activities such as: Sports, Drama and Music.

Feed South Florida/Heart of America - On a monthly basis, this program provides up to 22 pounds of food to every student in the school.

Big Brother, Big Sister Program - This is a non-profit organization whose mission is to help children reach their potential through professionally supported, one-to-one relationships with mentors.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Augrel Williams	Teacher
Sharon D. Jackson	Principal
Latricia Wooten	Teacher
Viviana Aguilar	Student
Robin Blue	Teacher
Lori Margolin	Teacher
Claudia Nodal	Teacher
Carlton Daley	Business/Community
Dale O'Garro	Business/Community
Brenda Lang-Johnson	Business/Community
Kiyana Wooten	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

At every meeting, the SAC committee reviews various parts of the SIP, questions, answers, and analyzes data following state and district data and provides recommendations and strategies.

Development of this school improvement plan

The School Advisory Council (SAC) has an important function for the success of Brentwood Elementary School. Listed below are some of the functions of the SAC involvement in the development of the School Improvement Plan:

- Recommends providing the necessary professional developments in order to implement reading, writing, mathematics and science strategies identified in the School Improvement Plan
- Assists the school with brainstorming ideas and strategies for the School Improvement Plan

Preparation of the school's annual budget and plan

- Recommends the purchasing of supplemental materials to facilitate instruction of District curriculum objectives such as iReady MAFS and LAFS, primary writing paper, etc.
- Recommends providing materials for student incentives to promote achievement such as End of Year Awards Certificates
- Recommends the purchasing of additional personnel and instructional materials as needed and as the budget allows

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

- Recommended providing materials for student incentives to promote achievement such as End of Year Awards Certificates: \$420
- Recommended the purchasing of a Smartboard/Projector package: \$2999.00

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:

Name	Title
Jackson, Sharon	Principal
Homidas, Solomon	Assistant Principal
Nodal, Claudia	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this year will include the following: routine meetings, school-wide writing across content areas, Accelerated Reader Renaissance, and iReady. Discovery Education will also be integrated across the curriculum. Another initiative of the Literacy Team will be to maintain the fidelity of the Reading Program and intervention groups, as well as continuing the development of differentiated instruction within the content areas. The Attendance Committee will focus on improving tardies, attendance, and students leaving early.

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

To encourage positive working relationships between teachers, the school will implement several strategies. Common Planning as well as grade level meetings will take place on a weekly basis. Faculty meetings and modeling of best practices will take place on a monthly basis. In addition, teachers will also be encouraged to attend Professional Development.

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

To recruit, an Interviewing Committee composed of highly qualified teachers and administrators make a joint decision for hiring.

To retain, highly qualified grade level chairpersons support teachers on their grade level. Administrators provide additional professional development.

- Professional Development through Florida Standards for reading and Math – District personnel
- Utilize collaborative planning and lesson studies among teachers to implement Best Practices – Grade level Chairpersons and Leadership Team
- Experienced teachers and Administrators will implement classroom support to assist with rigor in the classroom –
- Modeling of Researched Based Practices
- Modeling of the Gradual Release Model of Responsibility

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

Brentwood's mentoring program includes the assistance of the Administrators, the Literacy Leadership Team, grade level chairperson(s) and District support personnel.

Some activities include:

- Classroom observations
- Coaching and modeling
- Team teaching
- Reduced Teaching Load

Rationale for Pairings:

Newly hired and new to the grade level teachers are paired with an experienced teacher for guidance.

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

Instructional staff, coaches, and administrators will carefully review and unwrap each benchmark to ensure that it is aligned to the Florida Standards. Common planning takes place on a weekly basis to ensure that the daily lessons and materials are aligned to the Florida Standards. Further, administrators conduct walk-throughs on a consistent basis to ensure that teachers are teaching to the standards and students are learning. Moreover, modeling and assistance will be provided through the reading and math coaches as well as grade level meetings and sharing of state resources.

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

The school uses the data from the EasyCBM, Interim Assessments, WonderWorks, Saxon, and Technology programs on a quarterly basis to facilitate, modify, and differentiate instruction in order to meet the individual needs of students. For example, Intervention groups are formed using EasyCBM to determine which students will be placed in Accessing Complex Text (ACT) or Foundational Skills (FS) in Wonderworks. Students needing before or after-school tutoring are determined through interim assessments and teachers are monitored to ensure that groups are differentiated and modified based on test scores.

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: Extended School Day

Minutes added to school year: 2,160

- Small group and individual intervention in reading is provided in our extended day program.

Strategy Rationale

These strategies are implemented to provide students with enrichment and remediation in reading. These strategies are designed to give students the push that they need to make it to the next academic level.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Homidias, Solomon, shomidias@dadeschools.net

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

A pretest is administered to intervention participants. Data is collected accurate intervention placement and to monitor progress. A posttest is given at the end of the intervention program. Individual and group scores are compared between pre- and post tests to determine the effectiveness of strategies.

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

Title I Administration assists Brentwood Elementary School by providing supplemental funds beyond the State of Florida funded Voluntary Pre-Kindergarten Program (VPK). Funds are used to provide extended support through a full time-highly qualified teacher and paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences in environments that give them opportunities to create knowledge through initiatives shared with supportive adults. In selected school communities, the Title I Program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the educational process of their three- and four-year old children.

Brentwood Elementary School offers three classes of a Pre-Kindergarten Program funded by VPK. The Pre-Kindergarten teacher and paraprofessional will administer the Houghton Mifflin Pre-K Growth Indicators Benchmark Assessment three times during the year. They will also keep on-going anecdotal records and conduct three observation parent conferences during the school year. Child Observation Reports (C.O.R.) are used for parent conferences. Low performing students are targeted early and as identified are given strategies and appropriate academics. The certified teacher and the trained paraprofessional deliver the High Scope Program. The instructional staff provides parents with packets of activities and offers workshops to train parents to assist their children at home. Daily

communication takes place between the family and the teacher. In 2008- 2009, Brentwood piloted the “Ready Schools Miami Project which focuses on the vertical articulation and success of Pre-Kindergarten students who transition into Kindergarten. This program is funded by a grant offered from the Kellogg’s Foundation. We will continue to be part of the Ready Schools Miami Project in the 2015 - 2016 school year.

The Florida Kindergarten Readiness Screener (FLKRS) is administered by certified Kindergarten teachers to all incoming Kindergarten students as an initial diagnostic assessment tool to determine student readiness. The FLKRS data will be disaggregated to identify students’ needs. The low performing students will be placed in intervention groups to address identified deficient skills. The Reading Coach and Kindergarten teachers will implement strategies to increase the students’ readiness levels.

At Brentwood Elementary School, all incoming Kindergarten students are assessed upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. Specifically, the Florida Assessment in Reading (F.A.I.R.) will be used to assess basic academic skill development and academic school readiness of incoming students in grades 3-5 and EasyCBM will be used in grades K-5. The CELLA assessment tool is used to identify English language Learners (ELL).

Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Diagnostic tools will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/ intervention programs.

1. Establish or expand the “Welcome to Kindergarten and the “Meet and Greet” programs to build partnership with parents for all in-coming Pre-Kindergarten and kindergarten students. Through this venture, parents and children will gain familiarity with Pre-kindergarten and Kindergarten as well as receive information relative to the matriculation of students at the school.
2. Provide End of the Year Awards Programs to celebrate growth and achievements made throughout the school year. Pre-Kindergarten teachers provide “A Look Ahead into Kindergarten” snapshot for students to get a jumpstart over the summer.
3. Pre-Kindergarten and Kindergarten students were given the District Summer Reading List and Activities and a look ahead into Math.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If core instruction improves in all content areas, then student achievement will increase.
- G2.** If attendance and behavior issues improve, then student achievement will increase.
- G3.** If students complete Science Fair Projects effectively using the scientific process, then student achievement will increase.

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 core instruction improves in all content areas, then student achievement will increase. 1a

G070590

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	
AMO Math - All Students	
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal 2

- Florida Standards Item Specification Daily Learning Targets McGraw Hill Wonders McGraw Hill Wonders Work Saxon Planning Cards Reading Coaches Math Coach Curriculum Support Specialists Literacy Leadership Team

Targeted Barriers to Achieving the Goal 3

- There is limited experience with effective planning and instructional delivery aligned to the Florida Standards.

Plan to Monitor Progress Toward G1. 8

Administrators will conduct data chats with instructional staff to desegregate data and review progress of student achievement.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Interim Assessment, Florida Assessment in Reading (FAIR)

G2. If attendance and behavior issues improve, then student achievement will increase. 1a

G070591

Targets Supported 1b

Indicator	Annual Target
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Attendance rate

Resources Available to Support the Goal 2

- Tardy/Attendance Logs Parent Conferences Official correspondence Parent Outreach Center EESAC PTA Social Worker Counselors

Targeted Barriers to Achieving the Goal 3

- Lack of Parental Involvement

Plan to Monitor Progress Toward G2. 8

Administrators will monitor attendance reports and observational data on behavior to evaluate the progress towards meeting the goal.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 7/1/2016

Evidence of Completion

Attendance reports, tardy logs, counselor logs, and instructional staff observations.

G3. If students complete Science Fair Projects effectively using the scientific process, then student achievement will increase. 1a

G070592

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	68.0

Resources Available to Support the Goal 2

- Scott Foresman Science Discovery Education GIZMOS FCAT 2.0 Achieves CSS

Targeted Barriers to Achieving the Goal 3

- The number of STEM-related experiences provided for students is limited to field trips and the in-house school Science Fair. Students need additional experiences with inquiry-based learning and Science.

Plan to Monitor Progress Toward G3. 8

Administrators will monitor the number of students who complete the science fair projects using the scientific process effectively.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

District Interim Assessments, and 2015 FCAT 2.0 Science.

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 core instruction improves in all content areas, then student achievement will increase. **1**

 G070590

G1.B1 There is limited experience with effective planning and instructional delivery aligned to the Florida Standards. **2**

 B183938

G1.B1.S1 Instructional staff will have grade level common planning with Reading and Math Coaches and Curriculum Support Specialists (CSS), and will engage in modeling Best Practices within grade levels.

4

 S195533

Strategy Rationale

By using planning sessions to unwrap benchmarks and modeling best practices, instructional staff will be more effective in delivering rigorous instruction.

Action Step 1 **5**

Provide Professional Development on the implementation of the Florida Standards.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Agenda, sign in sheets, lesson plans

Action Step 2 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

Person Responsible

Solomon Homidas

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Agenda, sign in sheets, lesson plans

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

Administrators and content area coaches will conduct walk-throughs to monitor and support instructional staff.

Person Responsible

Solomon Homidas

Schedule

Biweekly, from 8/25/2014 to 2/27/2015

Evidence of Completion

Debriefing notes and lesson plans

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

Debriefing classroom data by using classroom assessments and observations.

Person Responsible

Solomon Homidas

Schedule

Biweekly, from 8/25/2014 to 2/27/2015

Evidence of Completion

Thinkgate reports, observation notes, weekly assessments, and EasyCBM reports.

G1.B1.S2 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student. 4

 S195534

Strategy Rationale

By using the Gradual Release of Responsibility Model as a research based framework, instructional delivery will be more effective by providing explicit instruction and gradually releasing the responsibility of learning to the student.

Action Step 1 5

Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Sign in sheets, agendas, lesson plans

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

Administrators and content area coaches will conduct walk-throughs and monitor lesson plans.

Person Responsible

Solomon Homidas

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Observational notes and lesson plans

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

Administrators and content area coaches will observe the implementation of the Gradual Release of Responsibility Model.

Person Responsible

Solomon Homidas

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Observational notes, lesson plans, and classroom assessments.

G2. If attendance and behavior issues improve, then student achievement will increase. 1

 G070591

G2.B1 Lack of Parental Involvement 2

 B183939

G2.B1.S1 Develop incentive programs to increase attendance and positive behavior. 4

 S195535

Strategy Rationale

Incentive programs will provide motivation for students to attend school daily and encourage them to demonstrate positive behavior.

Action Step 1 5

Develop incentive programs to increase attendance and positive behavior.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 6/24/2016

Evidence of Completion

Attendance report and decrease in SCAMs

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Administrators and the school counselor will monitor attendance reports, tardy logs, and will debrief with instructional staff about the effectiveness of the behavior incentive program.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

attendance reports, tardy logs, and teacher observations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators and the school counselor will debrief with instructional staff to monitor the effectiveness of the incentive programs.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Attendance reports, tardy logs, and counseling logs.

G3. If students complete Science Fair Projects effectively using the scientific process, then student achievement will increase. 1

G070592

G3.B1 The number of STEM-related experiences provided for students is limited to field trips and the in-house school Science Fair. Students need additional experiences with inquiry-based learning and Science.

2

B183940

G3.B1.S1 Increase the use of science inquiry-based projects using the scientific process. 4

S195536

Strategy Rationale

To provide students with more opportunities to use the scientific process.

Action Step 1 5

Students will have more hands-on labs using the scientific process.

Person Responsible

Solomon Homidas

Schedule

Weekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

lab sheets, science journals, observational notes, and lesson plans

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administrator and CSS for science will conduct walk-throughs and provide support and feedback during science-based inquiry projects.

Person Responsible

Solomon Homidas

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

lab sheets, science journals, observational notes, and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Administrators and CSS for science will conduct walk-throughs and observe science inquiry-based labs and monitor classroom data.

Person Responsible

Solomon Homidas

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

lab sheets, science journals, observational notes, and lesson plans, classroom assessments

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	Provide Professional Development on the implementation of the Florida Standards.	Homidas, Solomon	8/24/2015	Agenda, sign in sheets, lesson plans	5/27/2016 quarterly
G1.B1.S2.A1	Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.	Homidas, Solomon	8/24/2015	Sign in sheets, agendas, lesson plans	5/27/2016 quarterly
G2.B1.S1.A1	Develop incentive programs to increase attendance and positive behavior.	Homidas, Solomon	8/24/2015	Attendance report and decrease in SCAMs	6/24/2016 quarterly
G3.B1.S1.A1	Students will have more hands-on labs using the scientific process.	Homidas, Solomon	8/24/2015	lab sheets, science journals, observational notes, and lesson plans	5/27/2016 weekly
G1.B1.S1.A2	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	Homidas, Solomon	8/24/2015	Agenda, sign in sheets, lesson plans	5/27/2016 weekly
G1.MA1	Administrators will conduct data chats with instructional staff to desegregate data and review progress of student achievement.	Homidas, Solomon	8/24/2015	Interim Assessment, Florida Assessment in Reading (FAIR)	5/27/2016 quarterly
G1.B1.S1.MA1	Debriefing classroom data by using classroom assessments and observations.	Homidas, Solomon	8/25/2014	Thinkgate reports, observation notes, weekly assessments, and EasyCBM reports.	2/27/2015 biweekly
G1.B1.S1.MA1	Administrators and content area coaches will conduct walk-throughs to monitor and support instructional staff.	Homidas, Solomon	8/25/2014	Debriefing notes and lesson plans	2/27/2015 biweekly
G1.B1.S2.MA1	Administrators and content area coaches will observe the implementation of the Gradual Release of Responsibility Model.	Homidas, Solomon	8/24/2015	Observational notes, lesson plans, and classroom assessments.	5/27/2016 biweekly
G1.B1.S2.MA1	Administrators and content area coaches will conduct walk-throughs and monitor lesson plans.	Homidas, Solomon	8/24/2015	Observational notes and lesson plans	5/27/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.MA1	Administrators will monitor attendance reports and observational data on behavior to evaluate the progress towards meeting the goal.	Homidas, Solomon	8/24/2015	Attendance reports, tardy logs, counselor logs, and instructional staff observations.	7/1/2016 quarterly
G2.B1.S1.MA1	Administrators and the school counselor will debrief with instructional staff to monitor the effectiveness of the incentive programs.	Homidas, Solomon	8/24/2015	Attendance reports, tardy logs, and counseling logs.	5/27/2016 quarterly
G2.B1.S1.MA1	Administrators and the school counselor will monitor attendance reports, tardy logs, and will debrief with instructional staff about the effectiveness of the behavior incentive program.	Homidas, Solomon	8/24/2015	attendance reports, tardy logs, and teacher observations	5/27/2016 quarterly
G3.MA1	Administrators will monitor the number of students who complete the science fair projects using the scientific process effectively.	Homidas, Solomon	8/24/2015	District Interim Assessments, and 2015 FCAT 2.0 Science.	5/27/2016 quarterly
G3.B1.S1.MA1	Administrators and CSS for science will conduct walk-throughs and observe science inquiry-based labs and monitor classroom data.	Homidas, Solomon	8/24/2015	lab sheets, science journals, observational notes, and lesson plans, classroom assessments	5/27/2016 biweekly
G3.B1.S1.MA1	Administrator and CSS for science will conduct walk-throughs and provide support and feedback during science-based inquiry projects.	Homidas, Solomon	8/24/2015	lab sheets, science journals, observational notes, and lesson plans	5/27/2016 biweekly

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 core instruction improves in all content areas, then student achievement will increase.

G1.B1 There is limited experience with effective planning and instructional delivery aligned to the Florida Standards.

G1.B1.S1 Instructional staff will have grade level common planning with Reading and Math Coaches and Curriculum Support Specialists (CSS), and will engage in modeling Best Practices within grade levels.

PD Opportunity 1

Provide Professional Development on the implementation of the Florida Standards.

Facilitator

Fatima Balderramos

Participants

Brentwood Instructional staff

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.

Facilitator

Fatima Balderramos

Participants

Brentwood Instructional staff

Schedule

Weekly, from 8/24/2015 to 5/27/2016

G1.B1.S2 Implement the Gradual Release of Responsibility Model as an instructional framework to support students in content, skills, and strategy acquisition by gradually releasing responsibility for learning outcomes from teacher to student.

PD Opportunity 1

Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.

Facilitator

Fatima Balderramos

Participants

Brentwood Instructional staff

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

G2. If attendance and behavior issues improve, then student achievement will increase.

G2.B1 Lack of Parental Involvement

G2.B1.S1 Develop incentive programs to increase attendance and positive behavior.

PD Opportunity 1

Develop incentive programs to increase attendance and positive behavior.

Facilitator

Geniette Torres

Participants

Brentwood Instructional staff

Schedule

Quarterly, from 8/24/2015 to 6/24/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data			
1	G1.B1.S1.A1	Provide Professional Development on the implementation of the Florida Standards.	\$0.00
2	G1.B1.S1.A2	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, including learning targets aligned to the standards that scaffold to the highest level of DOK.	\$0.00
3	G1.B1.S2.A1	Provide professional development on lesson planning and delivery to include explicit instruction utilizing the Gradual Release of Responsibility Model.	\$0.00
4	G2.B1.S1.A1	Develop incentive programs to increase attendance and positive behavior.	\$0.00
5	G3.B1.S1.A1	Students will have more hands-on labs using the scientific process.	\$0.00
			Total: \$0.00