Brentwood Elementary School

2016-17 Schoolwide Improvement Plan

Brentwood Elementary School

3101 NW 191ST ST, Miami Gardens, FL 33056

http://brentwood.dadeschools.net/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	94%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	A	D*	C	C

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 a monitoring status of "Former F" (see page 4). 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

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Brentwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission statement of Brentwood Elementary School 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 through the utilization of technology, innovative strategies, parental involvement, building self-esteem and self-efficacy. Brentwood Elementary is on a quest to be the best and we believe that our students will excel.

b. 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 multi-cultural 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 diversity.

2. School Environment

a. 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.

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

The District's Code of Student 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 Code of Student 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 monitors as well as strict volunteer and visitor's guidelines.

c. 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.

d. 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 in select classes to further encourage positive behaviors and as a form of communication with parents through a technological medium.

3. 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).

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

Brentwood Elementary School's early warning system focuses on attendance, excessive tardies, and all students failing core subjects. The School Counselor and Success Coach provide on-going support for students who are considered at-risk with two or more indicators.

These students may display one or more of the following indicators below:

49 students missed 10 percent or more of available instructional time.

There were no students with 1 or more suspensions in 2015-2016.

131 students failed in English Language Arts and/or Mathematics.

105 students received a Level 1 on statewide, standardized assessments in English Language Arts and/or Mathematics.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	0	0	0	3	2	0	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	22	19	18	12	16	44	0	0	0	0	0	0	0	131
Level 1 on statewide assessment	0	0	0	9	47	49	0	0	0	0	0	0	0	105

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	4	11	10	10	32	30	0	0	0	0	0	0	0	97

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

30 minutes of daily intervention (Using WonderWorks and Saxon).

30 minutes of additional Differentiated Instruction in mathematics.

Before and after school tutoring

Pull-Out/Push-In interventions.

45 minutes of DI- Reading

ESOL Tutoring

Science Tutoring for 5th grade (5000 Role Models)

Our Success Coach provides daily support and assistance to selected students and parents.

B. Family and Community Engagement
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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/339261.

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

2. 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 process that Brentwood Elementary School uses to build and sustain partnerships include engaging with parents through EESAC meetings, PTA Meetings, Monthly Food Pantry Meetings and Special Events.

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.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Robinson, Tamika	Principal
Homidas, Solomon	Assistant Principal
Cuervo, Martha	Teacher, K-12
Effs, Delsie	Teacher, K-12
Gonzalez, Isis	Teacher, K-12
Liquez, Jessica	Teacher, K-12
Saintal, Marie	Teacher, K-12
Thames, Shenette	Teacher, K-12
Diaz, LaGloria	Teacher, K-12
Margolin, Lori	Instructional Coach
Klasner, Shari	Instructional Coach
Stepney, Nneka	Instructional Coach
Dantus, Sonny	School Counselor
Smith-Carelli, Helen	School Counselor
Garcia, Alina	Teacher, K-12
Filtson, Cindy	Instructional Media

b. Duties

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

MTSS/RtI 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/RtI 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/RtI 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/ RtI implementation of intervention support and documentation, appropriate professional development, and communication with parents and community.

All of the members below are part of Brentwood's Leadership Team and provide core instruction and collaborate with other staff members to integrate materials/instruction with activities.

* Martha Cuervo, Pre-K Chairperson
• LaGloria Diaz, Kindergarten Chairperson
• Jessica Liquez, 1st Grade Chairperson
• Delsie Effs, 2nd Grade Chairperson
• Marie Saintal, 3rd Grade Chairperson
• Shernette Thames, 4th Grade Chairperson
• Isis Gonzalez, 5th Grade Chairperson
• Alina Garcia, Special Area Grade Level Chairperson

• Lori Margolin, Reading Coach K-2- Provides Curriculum support and modeling for K-2nd ELA teachers.

• Nneka Stepney, Reading Coach 3-5- Provides Curriculum support and modeling for 3rd-5th ELA teachers.

• Miriam Comer, Mathematics Coach K-5- Provides Curriculum support and modeling for K-5th Mathematics teachers.

• Queen Somers, Success Coach - Provides support for at-risk students in grades K-5 with one or more early warning system indicators as well as school-wide attendance, discipline and academic achievement.

• Dr. Helen Smith-Carelli, Counselor - Organizes MTSS/RtI 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.

2. 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 two Reading Interventionists 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 i-Ready reports, and Topic/ Weekly/Unit assessments to determine levels of proficiency.
4. The MTSS and Leadership Team will meet regularly to analyze i-Ready reports, Topic/Weekly/Unit Assessments to determine students who are not showing growth. 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.

• 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.
• Ofelia Diaz, School social worker - Provides social history and family background information on students with academic/behavioral needs.
• Cynita Mathews, Speech Pathologist – Provides information about language and speech.

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 to implement the SIP strategies are closely examined, planned, and monitored on the MTSS Tier 1 worksheets which are completed three times per year. The MTSS Problem-Solving process is used to first carry out, monitor, and adjust if necessary. Annual goals are translated into progress monitoring (three times per year) and on-going 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.

Tier 3
The third level of support consists of an additional 30 minutes 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 Transformation Office (ETO) provides additional support with Curriculum Support Specialists in reading, mathematics, and science. As part of Tier II supplemental funds are allocated by ETO for two interventionists. Tier 3 problem solving

meetings occur regularly (weekly is suggested during common planning) to:

1. Weekly Common planning with content area Transformational coaches.
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 i-Ready reports, Topic/Weekly/Unit assessments to determine levels of proficiency.
4. The MTSS and Leadership Team will meet regularly to analyze i-Ready reports, Topic/Weekly/Unit assessments to monitor student's progress.
5. Review i-Ready and 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). 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. Tranformational 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 Title I District and Region meetings. 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 Parental Program; Title I CHESS; and special support services to special needs populations such as homeless, migrant, and neglected and delinquent students.

Title III

Brentwood Elementary School uses Title III funds to supplement and enhance the programs for English Language Learner (ELL) by implementing and providing:

• Tutorial programs (K-5)
• Professional development on best practices for ESOL and content area teachers (K-5)
• Coaching and mentoring for ESOL and content area teachers(K-5)
• Reading and supplementary instructional materials(K-5)

Title X- Homeless

• Brentwood Elementary School seeks to assist Homeless students.

• The School Counselor and Success Coach seek to ensure a successful educational experience for

homeless children by collaborating with parents, students and the community resources.

• The School Counselor and Success Coach assist with the identification, enrollment, attendance, and transportation of homeless students.

Violence Prevention Programs
• Brentwood 's School Counselor and Success Coach provide on-going lessons on the following: Values Matter, anti-bullying, school safety, drug awareness and the school's discipline plan.

• Drug Enforcement Association (DEA) works with 5th grade students to abstain from using drugs and encourage students to avoid gangs.

• Gang Resistance Education And Training (G.R.E.A.T.) provides a school-based, police officer instructed program that includes classroom instruction and various learning activities in order for our 5th grade students to avoid gangs and drugs.

Bullying and Harassment
• Brentwood adheres to a strict anti-bullying programs
• 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.
• Brentwood Elementary has implemented 5 curriculum lessons on Bullying and Violence Prevention per grade level Pre-K thru 5.

Nutrition Programs

1) Brentwood 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) Brentwood participates in the Fresh Fruit & Vegetable Program which provides 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 at Brentwood Elementary.
• Brentwood is staffed with a School Social Worker (shared between schools) and a Nurse (shared between schools).
• The School Social Worker reduces or eliminates barriers that may impede the Response to Intervention (RTI) process. The Nurse provides basic first aide to students and communicates with parents about medical concerns.

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.

2. School Advisory Council (SAC)

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

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
Kiyana Wooten	Parent
Joy Dawkins	Business/Community
Mary Wallace	Parent
Rose Marie Cole	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

At every meeting, the SAC committee reviewed various parts of the SIP, questioned, answered, and analyzed data followed state and district data and provided recommendations and strategies.

b. Development of this school improvement plan

The School Advisory Council (SAC) reviewed and revised when necessary targeted barriers identified by the SIP Committee to assist and develop strategies to improve school improvement. The SAC recommended various professional developments in order to implement reading, writing, mathematics and science strategies identified in the School Improvement Plan.

c. 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

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

• Purchased materials for student incentives to promote achievement such as End of Year Awards Certificates: $420
•Purchased toner, head phones, computer parts, paper, laminating paper, poster paper, and school incentives: $2999.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Robinson, Tamika	Principal
Homidas, Solomon	Assistant Principal
Margolin, Lori	Instructional Coach
Effs, Delsie	Teacher, K-12
Gonzalez, Isis	Teacher, K-12
Liquez, Jessica	Teacher, K-12
Saintal, Marie	Teacher, K-12
Thames, Shenette	Teacher, K-12
Diaz, LaGloria	Teacher, K-12
Stepney, Nneka	Instructional Coach
Klasner, Shari	Instructional Coach
Cuervo, Martha	Teacher, K-12
Dantus, Sonny	School Counselor
Smith-Carelli, Helen	School Counselor
Garcia, Alina	Teacher, K-12
Filtson, Cindy	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives this year will include the following: routine meetings, school-wide writing across content areas, MyOn, and i-Ready. 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.

D. Public and Collaborative Teaching

1. 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.

2. 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

3. 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

Rationale for Pairings:

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 standard 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.

b. Instructional Strategies

1. 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 McGraw Hill, i-Ready Assessments, WonderWorks, Saxon, Mathematics Topic Assessments, and Technology programs on a regular basis to facilitate, modify, and differentiate instruction in order to meet the individual needs of students. For example, Intervention groups are formed using I-Ready, FSA, and SAT-10 data to determine which students will be placed in Saxon, Accessing Complex Text (ACT) or Foundational Skills (FS) in Wonderworks. Students needing before or after-school tutoring are determined through i-Ready Assessments and teachers are monitored to ensure that groups are differentiated and modified based on test scores.

2. 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: Before School Program

Minutes added to school year: 1,440

• Targeted small group (lowest 35%) in Reading and Mathematics are provided in our before school program.

Strategy Rationale

Before school Reading and Mathematics tutoring is provided to students for remediation. These strategies are designed to give students the push that they need to make it to the next achievement level.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Homidas, Solomon, shomidas@dadeschools.net

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

FSA data will be used to identify participants. Topic Assessments data will be collected to monitor math progress. In addition, i-Ready reading will be used to monitor student's reading progress.

2. Student Transition and Readiness

a. 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).

1. 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.

Brentwood Elementary School offers three classes of a Pre-Kindergarten Program funded by VPK. The Pre-Kindergarten teacher and paraprofessional will administer the Voluntary Pre-K 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 scholastic 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.

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, I-Ready, McGraw Hill Phonics Survey, and Phonics Spelling Inventory will be used to assess basic academic skill development and academic school readiness of incoming students in grades K-5. The ACCESS 2.0 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.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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.

Strategic Goals Detail

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

G1. If core instruction improves in all content areas, then student achievement will increase. `1a`

🔑 G088057

Targets Supported `1b`

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

Targeted Barriers to Achieving the Goal `3`

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

Resources Available to Help Reduce or Eliminate the Barriers `2`

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

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 8/22/2016 to 5/26/2017

Evidence of Completion

i-Ready Data and Topic Assessment

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

🔑 G088057

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

🔑 B234109

G1.B1.S1 Instructional staff will have grade level common planning with the Transformational Coaches and Curriculum Support Specialists (CSS), and will engage in modeling Best Practices within grade levels. 4

🔑 S246903

Strategy Rationale

By using planning sessions to unwrap standards 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 8/22/2016 to 5/26/2017

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 8/22/2016 to 5/26/2017

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 8/22/2016 to 5/26/2017

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 8/22/2016 to 5/26/2017

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`

🔑 S246904

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 8/22/2016 to 5/26/2017

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 8/22/2016 to 5/26/2017

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 8/22/2016 to 5/26/2017

Evidence of Completion

Observational notes, lesson plans, and classroom assessments.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1 M334163	Administrators will conduct data chats with instructional staff to desegregate data and review...	Homidas, Solomon	8/22/2016	i-Ready Data and Topic Assessment	5/26/2017 quarterly
G1.B1.S1.MA1 M334159	Debriefing classroom data by using classroom assessments and observations.	Homidas, Solomon	8/22/2016	Thinkgate reports, observation notes, weekly assessments, and EasyCBM reports.	5/26/2017 biweekly
G1.B1.S1.MA1 M334160	Administrators and content area coaches will conduct walk-throughs to monitor and support...	Homidas, Solomon	8/22/2016	Debriefing notes and lesson plans	5/26/2017 biweekly
G1.B1.S1.A1 A320930	Provide Professional Development on the implementation of the Florida Standards.	Homidas, Solomon	8/22/2016	Agenda, sign in sheets, lesson plans	5/26/2017 quarterly
G1.B1.S1.A2 A320931	Provide professional development on comprehensive lesson planning, purpose driven standard...	Homidas, Solomon	8/22/2016	Agenda, sign in sheets, lesson plans	5/26/2017 weekly
G1.B1.S2.MA1 M334161	Administrators and content area coaches will observe the implementation of the Gradual Release of...	Homidas, Solomon	8/22/2016	Observational notes, lesson plans, and classroom assessments.	5/26/2017 biweekly
G1.B1.S2.MA1 M334162	Administrators and content area coaches will conduct walk-throughs and monitor lesson plans.	Homidas, Solomon	8/22/2016	Observational notes and lesson plans	5/26/2017 biweekly
G1.B1.S2.A1 A320932	Provide professional development on lesson planning and delivery to include explicit instruction...	Homidas, Solomon	8/22/2016	Sign in sheets, agendas, lesson plans	5/26/2017 quarterly

V. 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 instructional delivery aligned to the Florida Standards.

G1.B1.S1 Instructional staff will have grade level common planning with the Transformational 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

School Leadership Team

Participants

Brentwood Instructional staff

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

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

School Leadership Team

Participants

Brentwood Instructional staff

Schedule

Weekly, from 8/22/2016 to 5/26/2017

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

School Leadership Team

Participants

Brentwood Instructional staff

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

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
		Total:	$0.00