

Miami-Dade County Public Schools

Brentwood Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	97%
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	2016-17	2015-16	2014-15	2013-14
Grade	B	A	D*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Brentwood Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

At Brentwood Elementary School, we strive to provide the highest quality education to ensure every student experiences both academic and life lessons in a nurturing environment where all stakeholders strive to exceed academic and professional expectations to empower students to lead productive and fulfilling lives as lifelong learners and responsible citizens.

b. Provide the school's vision statement.

Brentwood Elementary School is committed to educational excellence and acceleration for all stakeholders, where we exceed standards and expectations; breaking down all barriers to learning day-by-day and child by child.

2. School Environment

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

Brentwood Elementary School acquires insight about our students' various heritages through the recognition and celebration of culture-specific initiatives. This is accomplished through several school-wide and cross-curricular activities such as hands-on activities, programs, research-based projects, and extracurricular clubs.

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 and Parent/Student 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 safe learning environment. Therefore, Brentwood Elementary prohibits threats to others, bullying, harassment and other inappropriate behaviors. In addition, there are four highly visible security monitors as well as strict volunteer and visitor 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. In conjunction with our local police department, students learn about strategies to identify, prevent, and cope with bullying.

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 homes 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 will 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:

Students who may have missed 10 percent or more of available instructional time.

Students with 1 or more suspensions in 2016-2017.

Students who failed in English Language Arts and/or Mathematics.

Students who have 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	7	7	5	16	6	20	0	0	0	0	0	0	0	61
Level 1 on statewide assessment	4	6	10	23	14	30	0	0	0	0	0	0	0	87

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	6	6	8	15	20	30	0	0	0	0	0	0	0	85

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)
- 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 (specifically for 5000 Role Models)

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Quality programs were put in place that allow for effective and productive relationships with parents. The Community Involvement Specialist(CIS) meets with parents monthly to communicate and disseminate parent student resources. During these meetings, the CIS encourages parents to join the Parent Teacher Association, EESAC, and be a school volunteer. Brentwood Elementary provides parents with a Parent Resource Center which is open daily and made available to parents. Additionally, Connect-ED messages are sent out to parents to inform them of all activities and events that occur at Brentwood Elementary.

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
Walmart

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

C. Effective Leadership

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
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	Teacher, K-12
Klasner, Shari	Instructional Coach
Stepney, Nneka	Instructional Coach
Smith-Carelli, Helen	School Counselor
Filtson, Cindy	Instructional Media
Dantus, Sonny	Teacher, K-12

b. Duties

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

Brentwood Elementary's School Leadership Team roles and responsibilities involve 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.

Brentwood's School 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- is the school instructional leader. She provides a safe and orderly school environment for all faculty and staff, parents, students, and all stakeholders. Her responsibilities involve day-to-day data-based decision making.
- Dr. Solomon Homidas, Assistant Principal- is the school instructional leader. He oversees curriculum and instruction. He ensures that teachers are providing students with standards-based instruction that aligns to the cognitive complexity of the standards. Additionally, he facilitates and monitors professional development sessions.
- Martha Cuervo, Pre-K Chairperson
- LaGloria Diaz, Kindergarten Chairperson
- Jessica Liquez, 1st Grade Chairperson
- Lori Margolin, 2nd Grade Chairperson

- Marie Saintal, 3rd Grade Chairperson
 - Shernette Thames, 4th Grade Chairperson
 - Isis Gonzalez, 5th Grade Chairperson
 - Sonny Dantus, Special Area Grade Level Chairperson
 - Nneka Stepney, Reading Coach K-5- Provides Curriculum support and modeling for K-5th ELA teachers.
 - Miriam Comer, Mathematics Coach K-5- Provides Curriculum support and modeling for K-5th Mathematics teachers.
- Dr. Helen Smith-Carelli, Counselor - provides counseling for students with academic/behavioral needs; coordinates with outside agencies to provide resources to students and monitors school-wide attendance.
- 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 one Reading and one Math 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. Regular team meetings where problem solving is the primary 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 receiving appropriate supplemental Tier 2 intervention. Gather ongoing progress monitoring (OPM) data for all interventions and analyze the 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 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 daily reading intervention in alignment with effective core instruction and behavioral supports to groups of targeted students who need additional instructional and/or behavioral support. Tier 3 problem solving meetings occur weekly during common planning:

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 weekly to analyze i-Ready reports, Topic/Weekly/Unit assessments to determine levels of proficiency.
4. The MTSS and Leadership Team will meet weekly 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 Brentwood Elementary's students and families. Transformational 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 our school’s Parent and Family Engagement Plan (PFEP – 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 Brentwood Elementary 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 Learners (ELL) by implementing and providing:

- Tutorial programs (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 seeks to ensure a successful educational experience for homeless children by collaborating with parents, students and the community resources.
- The School Counselor assist with the identification, enrollment, attendance, and transportation of homeless students.

Violence Prevention Programs

- Brentwood's School Counselor provides 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 in abstaining from using drugs and joining/avoiding 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 program
- 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 4 curriculum lessons on Bullying and Violence Prevention in grades Pre-K through 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
- 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
Kimberly Robinson	Teacher
Sharon D. Jackson	Principal
Latricia Wooten	Teacher
Lori Margolin	Teacher
Claudia Nodal	Teacher
Carlton Daley	Business/Community
Joy Dawkins	Business/Community
Mary Wallace	Parent
Rose Marie Cole	Parent
Khyle Henry	Student
Marie Saintal	Teacher
Jacquelyn Thompson	Education Support Employee
Jamie Glover	Parent
Janice Harrigan-Brown	Parent
Rosemarie Cole	Parent
Florence Booker-Simmons	Parent
Tyeisha Buford	Parent
Crystal Jones	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

At every meeting, the SAC committee reviewed various components 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 development opportunities 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.

The council approved the transfer of EESAC funds to the Internal Fund EESAC Trust Account in the amount of \$2,597.

A decision was made through consensus that the money would be spent as follows:

1. \$300 attendance incentives
 2. \$395.86 for End of Year certificates
 3. \$260 Teacher Edition Science books
 4. \$571.80 for poster paper
 5. \$204.55 for Testing Shields
 6. \$800 for student incentives:
- *\$300 PA system used for End of Year activities
*\$150 used for Field Day

Total: \$2,532.21 Balance: \$64.79+

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
Homidias, Solomon	Assistant Principal
Margolin, Lori	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
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, Reflex Math, 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.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

- Professional Development that is aligned to the 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 and support.

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, 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 WonderWorks Accessing Complex Text (ACT). Ongoing Progress Monitoring takes place to ensure that groups are differentiated and modified based on assessment data. Students requiring before or after-school tutoring are determined through i-Ready Assessments.

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 (L25/35's) in Reading and Mathematics are provided with academic support in our before school program.

Strategy Rationale

Before school Reading and Mathematics remedial tutoring is provided to increase student learning gains and proficiency.

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 and Math will be used to monitor students' reading progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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.

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.

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.

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.

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. Pre-Kindergarten and Kindergarten students were given the District Summer Reading List and Activities and a look ahead into Math.

Fifth grade students have the opportunity to visit Middle schools during the school year. These schools provide a tour of their school, provide 6th grade orientation, and answer students' questions.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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 rigorous and explicit core instruction is maintained 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 rigorous and explicit core instruction is maintained in all content areas, then student achievement will increase. 1a

G096969

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 and standard-based grading 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, Planning Cards, Transformational Coaches, Literacy Leadership Team

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. If rigorous and explicit core instruction is maintained in all content areas, then student achievement will increase. 1

G096969

G1.B1 There is limited experience with effective instructional delivery and standard-based grading aligned to the Florida Standards. 2

B260869

G1.B1.S1 Instructional staff will have grade level common planning with the Transformational Coaches and will engage in modeling best practices within grade levels. 4

S276244

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 and standard-based grading.

Person Responsible

Solomon Homidas

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

Evidence of Completion

Agenda, sign in sheets, lesson plans, student artifacts

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 8/21/2017 to 6/7/2018

Evidence of Completion

Agenda, sign in sheets, lesson plans

Action Step 3 5

Teachers will provide explicit instruction aligned to the Florida Standards.

Person Responsible

Solomon Homidas

Schedule

Daily, from 8/21/2017 to 6/7/2018

Evidence of Completion

Walkthroughs, student artifacts, 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 8/21/2017 to 6/7/2018

Evidence of Completion

Debriefing notes , lesson plans and coaches' logs

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 8/21/2017 to 6/7/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M400103	Administrators will conduct data chats with instructional staff to disaggregate data and review...	Homidas, Solomon	8/21/2017	i-Ready Data and Topic Assessment	6/7/2018 quarterly
G1.B1.S1.MA1 M400099	Debriefing classroom data by using classroom assessments and observations.	Homidas, Solomon	8/21/2017	Thinkgate reports, observation notes, weekly assessments, and EasyCBM reports.	6/7/2018 biweekly
G1.B1.S1.MA1 M400100	Administrators and content area coaches will conduct walk-throughs to monitor and support...	Homidas, Solomon	8/21/2017	Debriefing notes , lesson plans and coaches' logs	6/7/2018 biweekly
G1.B1.S1.A1 A371944	Provide professional development on the implementation of the Florida Standards and standard-based...	Homidas, Solomon	8/21/2017	Agenda, sign in sheets, lesson plans, student artifacts	6/7/2018 quarterly
G1.B1.S1.A2 A371945	Provide professional development on comprehensive lesson planning, purpose driven standard...	Homidas, Solomon	8/21/2017	Agenda, sign in sheets, lesson plans	6/7/2018 weekly
G1.B1.S1.A3 A371946	Teachers will provide explicit instruction aligned to the Florida Standards.	Homidas, Solomon	8/21/2017	Walkthroughs, student artifacts, lesson plans	6/7/2018 daily

V. Professional Development Opportunities

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

G1. If rigorous and explicit core instruction is maintained in all content areas, then student achievement will increase.

G1.B1 There is limited experience with effective instructional delivery and standard-based grading aligned to the Florida Standards.

G1.B1.S1 Instructional staff will have grade level common planning with the Transformational Coaches and will engage in modeling best practices within grade levels.

PD Opportunity 1

Provide professional development on the implementation of the Florida Standards and standard-based grading.

Facilitator

School Leadership Team

Participants

Brentwood Instructional staff

Schedule

Quarterly, from 8/21/2017 to 6/7/2018

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 8/21/2017 to 6/7/2018

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 and standard-based grading.	\$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.S1.A3	Teachers will provide explicit instruction aligned to the Florida Standards.	\$0.00
Total:			\$0.00