

Miami-Dade County Public Schools

Brentwood Elementary School



2021-22 Schoolwide Improvement Plan

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Brentwood Elementary School

3101 NW 191ST ST, Miami Gardens, FL 33056

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

Demographics

Principal: Tamika Robinson

Start Date for this Principal: 1/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (59%) 2017-18: B (58%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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Brentwood Elementary School

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2020-21 Title I School</p> <p style="font-size: 1.2em;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="font-size: 1.2em;">93%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="font-size: 1.2em;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="font-size: 1.2em;">99%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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>.

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. 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: School Information

School Mission and Vision

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 life-long learners and responsible citizens.

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.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Robinson, Tamika	Principal	The role of the Principal is to utilize a variety of management theories to facilitate the operations of the school. Additionally, as the school leader, she develops goals for academic success and collaborates with her Leadership Team, teachers, students, and other stakeholders to strategically address the needs of all learners.
Homidas, Solomon	Assistant Principal	The duties and responsibilities of the Assistant Principal is to oversee the school-wide curriculum and instruction, school operations, and monitor teachers to ensure they are providing standards-based instruction with multiple levels of complexity to support the needs of all learners.
Stepney, Nneka	Reading Coach	The duties and responsibilities of the Intermediate Reading Coach include supporting all 3-5 ELA teachers with developing lesson plans that are aligned to the curriculum and Florida State Standards. Additionally, she supports teachers with creating an engaging classroom environment that encompasses rigorous instruction.
Byrd, Nakesheae	Reading Coach	The duties and responsibilities of the Primary Reading Coach include working collaboratively with Pre-K - 2nd grade teachers with developing best practices and instructional strategies to support the needs of all learners.
Klasner, Shari	Math Coach	The role of the Math Coach is to plan and provide instructional support to teachers using the Gradual Release of Responsibility Model (GRRM). Additionally, she supports teachers in planning, delivering, and assessing quality math instruction.

Demographic Information

Principal start date

Thursday 1/18/2018, Tamika Robinson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

23

Total number of teacher positions allocated to the school

40

Total number of students enrolled at the school

437

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

3

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	37	73	68	116	48	66	0	0	0	0	0	0	0	408
Attendance below 90 percent	18	36	28	50	17	10	0	0	0	0	0	0	0	159
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	7	12	33	11	19	0	0	0	0	0	0	0	82
Course failure in Math	0	2	5	33	11	12	0	0	0	0	0	0	0	63
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	5	16	35	78	21	26	0	0	0	0	0	0	0	181

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	8	13	43	13	14	0	0	0	0	0	0	0	103

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	12	8	4	34	10	0	0	0	0	0	0	0	0	68
Students retained two or more times	0	0	1	9	1	2	0	0	0	0	0	0	0	13

Date this data was collected or last updated

Friday 8/13/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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	
Number of students enrolled	88	86	97	82	92	67	0	0	0	0	0	0	0	512
Attendance below 90 percent	43	34	34	28	19	10	0	0	0	0	0	0	0	168
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	17	15	25	27	6	0	0	0	0	0	0	0	90
Course failure in Math	0	3	13	29	19	12	0	0	0	0	0	0	0	76
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	10	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	18	16	35	24	14	0	0	0	0	0	0	0	119

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	12	8	4	37	10	0	0	0	0	0	0	0	0	71
Students retained two or more times	0	0	1	9	3	2	0	0	0	0	0	0	0	15

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	62%	57%	48%	62%	56%
ELA Learning Gains				58%	62%	58%	59%	62%	55%
ELA Lowest 25th Percentile				51%	58%	53%	59%	59%	48%
Math Achievement				70%	69%	63%	55%	69%	62%
Math Learning Gains				74%	66%	62%	69%	64%	59%
Math Lowest 25th Percentile				62%	55%	51%	53%	55%	47%
Science Achievement				51%	55%	53%	60%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	35%	60%	-25%	58%	-23%
Cohort Comparison						
04	2021					
	2019	52%	64%	-12%	58%	-6%
Cohort Comparison		-35%				
05	2021					
	2019	42%	60%	-18%	56%	-14%
Cohort Comparison		-52%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	71%	67%	4%	62%	9%
Cohort Comparison						
04	2021					
	2019	65%	69%	-4%	64%	1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-71%				
05	2021					
	2019	67%	65%	2%	60%	7%
Cohort Comparison		-65%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	53%	-6%	53%	-6%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool that was utilized was retrieved from the SIP 2021-2022 Academic Programs located in Power BI.

		Grade 1			
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		28.6	40.6	46.4
	Economically Disadvantaged		28.1	39.7	47.6
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0
		Number/% Proficiency		Fall	Winter
Mathematics	All Students		30.6	27.5	42.6
	Economically Disadvantaged		31.8	25.4	40.3
	Students With Disabilities		0	0	0
	English Language Learners		0	0	0

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.9	36.1	38.8
	Economically Disadvantaged	31.7	35	38.5
	Students With Disabilities	16.7	16.7	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.4	33.8	32.9
	Economically Disadvantaged	29.3	32.5	31.3
	Students With Disabilities	16.7	0	0
	English Language Learners	0	0	0

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32.4	46.4	43.5
	Economically Disadvantaged	27.5	46.2	43.1
	Students With Disabilities	10	10	10
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	32.4	35.8
	Economically Disadvantaged	10.6	32.8	38.1
	Students With Disabilities	10	0	11.1
	English Language Learners	0	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27.8	37.5	34.3
	Economically Disadvantaged	27.5	37.7	33.8
	Students With Disabilities	7.1	7.1	7.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11.0	36.1	40.6
	Economically Disadvantaged	11.4	37.7	40.3
	Students With Disabilities	7.1	7.1	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39.3	48.2	51.8
	Economically Disadvantaged	40.7	50	53.7
	Students With Disabilities	0	14.3	57.1
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17.0	41.1	61.8
	Economically Disadvantaged	17.6	42.6	64.2
	Students With Disabilities	0	14.3	28.6
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	8.0	0
	Economically Disadvantaged	0	9.0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	60		23	20						
BLK	35	49	63	34	17	7	28				
HSP	29			21							
FRL	35	49	63	34	16	7	31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	31		33	46						
ELL	24	44		60	82						
BLK	46	58	55	70	72	61	51				
HSP	38	60		72	89						
FRL	44	57	51	72	75	65	51				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	40	40	12	21	10					
ELL	21	55	60	21	73						
BLK	49	60	62	58	69	48	62				
HSP	46	57	55	41	73	67	55				
FRL	47	59	61	55	69	52	60				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	231
Total Components for the Federal Index	7
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	33
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	25
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to 2021-2022 Power BI data, 5th grade reflects an increase in i-Ready ELA and Math. The ELA and Math data demonstrated an upward positive trend. However, the results of the 2020-2021 FSA data reflects a significant decrease across all core content areas: ELA decreased from 45% to 35% as compared to the 2019 FSA, which is a 10 percentage points difference. Math decreased from 70% to 33% as compared to the 2019 FSA, which is a 37 percentage points difference. Science decreased from 51% to 29% as compared to the 2019 FCAT 2.0 assessment, which is a 22 percentage points difference.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to the 2021-2022 Power BI data, the students performing on the bottom quartile have demonstrated the greatest need for improvement. Additionally, there was a significant decrease in the area of Math as reflected on the 2021 FSA data results. Math declined from 70% to 33% as compared to the 2019 FSA, which is a 37 percentage points decrease.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The actions that contributed to the success of students included extended learning opportunities such as, Spring Break Academy, Saturday School, morning tutoring and pull-out.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

As a result of the 2019 state assessment, Math achievement increased from 55% to 70%. This is a 15 percentage points increase when compared to the 2018 school year.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The factors that contributed to the success of students included strategic planning for Tiered tutoring. The new actions that were taken included extended learning opportunities such as morning and afterschool tutoring for the L25, DI, Saturday School, and pull-out support sessions.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning in all core subjects, teachers will implement DI and Tier 2 interventions. Additionally, Tier 3 interventions will be provided by support staff for students who are working 2 or more years below grade level.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Brentwood Elementary School will provide a Mandatory Professional Development workshop that will cover updated instructional resources such as, pacing guides, planning cards, B.E.S.T. standards, DI, and intervention.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services will include progress monitoring through i-Ready, pull out support for the L25, and implementation of the new Horizons Intervention program.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

In order to meet the needs of all learners, DI is essential to student success. As a result of the pandemic, many ELA teachers were unable to implement DI with fidelity due to being quarantined and in some cases multiple times. Therefore, the data demonstrated a significant decline in student proficiency. The data from the 2020-2021 FSA indicates the following: Grade 3-5 ELA decreased from 45% to 35% as compared to the 2019 FSA data which is a 10 percentage points difference. As a result of the 2020-2021 i-Ready AP3 data, 46% of the students were identified as performing below grade level.

Measurable Outcome: According to the 2021 FSA data, the goal is to increase grades 3-5 ELA student achievement by 10 percentage points on the 2022 FSA ELA Assessment.

Monitoring: Administrators will monitor through walkthroughs, formal observations, and data chats.

Person responsible for monitoring outcome:

Tamika Robinson (pr0461@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this Area of Focus includes regrouping students based on progress monitoring data to provide re-teaching opportunities through DI.

Rationale for Evidence-based Strategy:

The rationale for this specific strategy is to remediate deficient standards in 3-5 ELA. The resources that will be utilized include i-Ready, McGraw-Hill Wonders, Ready Tools, and News ELA.

Action Steps to Implement

Instructional Coach will review data from assessments with teachers during weekly collaborative planning sessions from August 31 - October 11, 2021.

Person Responsible Nneka Stepney (302915@dadeschools.net)

The instructional coach will meet with teachers bi-weekly and assist with grouping students based on their academic data from August 31 - October 11, 2021.

Person Responsible Nneka Stepney (302915@dadeschools.net)

Instructional Coach will assist teachers weekly with planning and selecting resources to support students instructional academic needs as well as students with disabilities from August 31 - October 11, 2021.

Person Responsible Nneka Stepney (302915@dadeschools.net)

Instructional Coaches will monitor the implementation of i-Ready and conduct weekly data chats with teachers to ensure they are using the data to make informed instructional decisions to drive their classroom instruction. This will occur from August 31 - October 11, 2021.

Person Responsible Nakesheae Byrd (njbyrd@dadeschools.net)

The Intermediate Instructional Coach will provide support to 3rd-5th grade ELA teachers by pulling small groups of students four days a week to target specific learning deficiencies from November 1 - December 21, 2021.

Person Responsible Nneka Stepney (302915@dadeschools.net)

The Primary Instructional Coach will provide support to 2nd grade ELA teachers by pushing in and remediating small groups of students four days a week to target specific learning deficiencies in phonics from November 1 - December 21, 2021.

Person Responsible Nakesheae Byrd (njbyrd@dadeschools.net)

The Primary Instructional Coach will continue to support 2nd grade ELA teachers by pushing in and remediating small groups of students four days a week to target specific learning deficiencies in reading comprehension from January 31-April 29, 2022.

Person Responsible Nakesheae Byrd (njbyrd@dadeschools.net)

The Intermediate Instructional Coach will continue to support Grades 3-5 ELA teachers by providing push-in and pull-out support four days a week to remediate specific learning deficiencies in vocabulary and reading comprehension from January 31-April 29, 2022.

Person Responsible Nneka Stepney (302915@dadeschools.net)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: According to the 2021 FSA data, there was a decline in Math achievement in grades 3-5. The 2021 FSA Math findings demonstrate that just 30 percent of students achieved overall proficiency, a decrease of 38 percentage points from our 2019 Math proficiency rating of 68 percent.

Measurable Outcome: As a result of the 2021 FSA data, the specific measurable outcome is to increase student achievement in Math by 10 percentage points in grades 3-5.

Monitoring: Administrators will monitor through walkthroughs, formal observations, and data chats.

Person responsible for monitoring outcome: Solomon Homidas (shomidas@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy that will be implemented for this Area of Focus is Goal Oriented Learning, which includes ensuring students have a clear understanding of the learning goal/target and a clear focus of what they will be able to accomplish or produce as a result of the lesson.

Rationale for Evidence-based Strategy: The rationale for this specific strategy is to ensure that what is planned transfers to the classroom through effective instructional practices.

Action Steps to Implement

The Math Coach will review data from Topic Assessments and i-Ready on a weekly basis with teachers during collaborative planning sessions and gather resources to remediate deficiencies from August, 31 - October 11, 2021.

Person Responsible Shari Klasner (144642@dadeschools.net)

Math Coach will conduct weekly coaching cycles and support teachers with identifying resources to implement data-driven instruction from August, 31 - October 11, 2021.

Person Responsible Shari Klasner (144642@dadeschools.net)

Math Item Specs will be utilized during weekly collaborative planning sessions to assist teachers in aligning their lessons to target assessment needs from August, 31 - October 11, 2021.

Person Responsible Shari Klasner (144642@dadeschools.net)

During the weekly collaborative planning sessions, the Math Coach will support teachers with the utilization and implementation of Reflex Math, i-Ready, and Topic Assessments from August, 31 - October 11, 2021.

Person Responsible Shari Klasner (144642@dadeschools.net)

The Math Coach will conduct bi-weekly Math instructional planning sessions with K-5 Math teachers to closely examine data from Topic Assessments to remediate deficient standards during Differentiated Instruction (DI) from November 1 - December 21, 2021.

Person Responsible Shari Klasner (144642@dadeschools.net)

The Math Instructional Coach will provide support to 3rd - 4th grade Math teachers by pulling small groups of students four days a week to target specific learning deficiencies based on Topic Assessments from November 1- December 21, 2021.

Person Responsible Shari Klasner (144642@dadeschools.net)

The Math Instructional Coach will continue to provide support to 3rd - 4th grade Math teachers by pulling small groups of students five days a week to target specific learning deficiencies based on Topic Assessments from January 31 - April 29, 2022.

Person Responsible Shari Klasner (144642@dadeschools.net)

The Math Instructional Coach will provide extended learning opportunities through afterschool tutoring from January 31-April 29, 2022.

Person Responsible Shari Klasner (144642@dadeschools.net)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale: According to the 2021 FSA data, there is a need to provide specific teacher feedback in order to improve instructional practices. The 2021 FSA data demonstrated that Grade 3-5 ELA decreased from 45% to 35% as compared to the 2019 FSA data which is a 10 percentage points difference.

Measurable Outcome: The Leadership Team will provide teachers with a more specific feedback during classroom walkthroughs. As a result of the feedback, there should be an improvement in progress monitoring data.

Monitoring: After classroom walkthrough, Administration will meet with teachers to provide specific teacher feedback. Additionally, progress monitoring assessments will be closely analyzed to identify areas of weaknesses and growth.

Person responsible for monitoring outcome: Solomon Homidas (shomidas@dadeschools.net)

Evidence-based Strategy: The evidenced-based strategy we will use for this Area of Focus is Shared Leadership, which suggests the need to develop leadership capacity among all members of the school community. Teachers, staff, parents, and principals work together to solve problems and create an engaging school climate that fosters student learning. This can be accomplished by recognizing that multiple leadership styles are required, involving all stakeholders in collaborative efforts toward a common goal, and ensuring that everyone shares responsibility and accountability.

Rationale for Evidence-based Strategy: The rationale for this specific strategy is to identify and support the instructional practices of teachers, which will improve academic achievement.

Action Steps to Implement

The Leadership Team will conduct weekly classroom walk-throughs followed by team debriefing sessions to discuss concerns from August 31 - October 11, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will debrief with select teachers after weekly walk-throughs. The dialogue will include one positive observation and an engaging question about classroom instruction. This will occur August 31 - October 11, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will provide monthly incentives to increase teacher motivation from August 31 - October 11, 2021.

Person Responsible Tamika Robinson (pr0461@dadeschools.net)

Administrators will provide personal "shout-outs" for teachers demonstrating explicit and effective classroom instruction during monthly Faculty Meeting and over the morning announcements from August 31 - October 11, 2021.

Person Responsible Tamika Robinson (pr0461@dadeschools.net)

Administrators will provide Differentiated Instruction (DI) feedback cards for teachers demonstrating effective and engaging small group instruction from November 1 - December 21, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will attend the Math instructional planning sessions to oversee effective planning and instructional practices across multiple grade levels from November 1 - December 21, 2021.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will provide feedback during data chats on student work products and learner progress from January 31 - April 29, 2022.

Person Responsible Solomon Homidas (shomidas@dadeschools.net)

Administrators will continue to debrief with select teachers after classroom walk-throughs from January 31 - April 29, 2022.

Person Responsible Tamika Robinson (pr0461@dadeschools.net)

#4. Culture & Environment specifically relating to School Safety

Area of Focus Description and Rationale:	According to the 2020-2021 School Climate Survey, 56% students either agreed or strongly agreed they were bullied, and as a result, did not feel safe.
Measurable Outcome:	One-hundred percent of Teachers will incorporate Social Emotional Learning (SEL) strategies into their daily core instructional practices to establish and maintain positive relationships and make responsible decisions.
Monitoring:	The Leadership Team will conduct classroom walk-throughs to observe the implementation of SEL strategies. Administration will recognize teachers through "shout-outs" when they are observed promoting positive relationships.
Person responsible for monitoring outcome:	Solomon Homidas (shomidas@dadeschools.net)
Evidence-based Strategy:	The evidenced-based strategy we will utilize is Inclusivity, Tolerance and Anti-Bullying. This ensures staff will implement school wide programs that promote inclusivity, build tolerance and reduce bullying.
Rationale for Evidence-based Strategy:	The resource utilized will be the SEL instructional materials embedded into our core curriculum to help promote and establish a safe learning environment.

Action Steps to Implement

The school counselor will facilitate the Superintendent's initiative for Value's Matter once per month from August 31 - October 11, 2021.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

School Counselor will conduct weekly classroom visits to implement social and emotional learning from August 31 - October 11, 2021.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From October 1 - October 29, 2021, which is Anti-Bullying Month, students will have the opportunities to engage in activities that promote positive behaviors.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From August 31 - October 11, 2021, small group sessions will take place during lunch time to educate students on the negative effects of bullying and why it should not occur.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From November 1 - December 21, 2021, the school counselor will announce core values for the month over the public address system.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From November 1 - December 21, 2021, the school counselor will select a student to be celebrated as the student of the month at a quarterly recognition ceremony.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From January 31 - April 29, 2022, the school counselor will acknowledge nominated students for the Do The Right Thing initiative.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

From January 31- April 29, 2022, all students in grades 2-4 will participate in the Healthy Me program, which assists students with making better social and emotional life choices.

Person Responsible Helen Smith-Carelli (angelinacara@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

After reviewing the school's safety data, we had 0.6 incidents when compared to the statewide data average of 1.0. and a low rating of 0.0 for property incidents. As a result of reviewing the school's discipline data, we noted a decrease in the number of students receiving a disciplinary referrals. We have a low rating for violence and property incidents when compared to the SafeSchoolsforAlex.org. In addition, Brentwood Elementary School has a low suspension rate. Our primary concern will be to ensure that students are not trespassing on school property.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The Leadership Team builds a positive school culture and environment by acknowledging staff birthdays, attendance, and shout outs for student achievements. Additionally, teachers are celebrated yearly during the annual Teacher's Appreciation Week.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The stakeholders include the Leadership Team, teachers, parents, and students. All play a role in promoting a positive culture and environment at the school. The Leadership Team meets to plan all

functioning activities at the school site to ensure that they are building a level of inclusivity. Teachers utilize incentives to motivate students to put forth their best efforts on class assignments and assessments. Parents participate in EESAC meetings to collaborate with teachers, students, and administrators on educational decisions such as, instructional resources and programs and incentives to promote student achievement.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: School Safety	\$0.00
Total:			\$0.00