

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Brentwood Elementary School (0461)

Feeder Pattern - Miami Carol City Senior

Regional Center I

District 13 - Miami-Dade

Principal - Sharon Jackson

Superintendent - Rudolph F. Crew, Ed.D.



EXECUTIVE SUMMARY

Brentwood Elementary School was built in 1975 on 9.72 acres. It is a neighborhood school located in a predominantly Black community. There are no portable classrooms. In 2005, a primary learning center (PLC) and a new media center were added. The PLC houses 13 classrooms, an office, a conference room and a multi-purpose room. The media center has an office, a closed circuit television studio and storage space. Brentwood has the support of 15 Dade Partners which includes The Parent Academy, Washington Mutual Bank, Wachovia Bank, Bank of America, The Miami Dolphins, Golden Corral, Denny's, Burger King, McDonald's, Sam's Club, Miami Gardens Jaycees, and Dominoes Pizza. This year's student population is approximately 825 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 90.6 percent Black, 8.0 percent Hispanic, 0.4 percent White and 1.0 percent Other. Our Special Education (SPED) constitutes 7.6 percent of the enrollment. English Language Learners constitute 4.6 percent of the enrollment. Brentwood Elementary has three VPK programs with 17 students. Brentwood Elementary has the following subgroups: Total Population, Black and Economically Disadvantaged. In reading, there are 30 third grade, 29 fourth grade, and 37 fifth grade Level 1 students. In mathematics, there are 16 third grade, 21 fourth grade, and 27 fifth grade Level 1 students. In reading, there are 28 fourth grade and 25 fifth grade Level 2 students. In mathematics, there are 11 third grade, 31 fourth grade, and 36 fifth grade Level 2 students. There are approximately 25 first through fifth grade students participating in our Gifted Language Arts/Reading program. Brentwood Elementary has 83 full time employees and 29 part-time employees. The ethnic make-up of the staff is nine percent White Non-Hispanic (10 people), 70 percent Black Non-Hispanic (72 people), 19 percent Hispanic (19 people) and less than 2 percent Other. The average class size by grade level for Kindergarten through 2nd grade is 18 and for 3rd through 5th grade it is 20. Our Attendance Rate is 98.5 percent. The 3rd grade promotion rate is 22.9 percent. We are part of the Miami Carol City Senior High School feeder pattern. Our 5th grade students transition to the 6th grade at Carol City Middle School. Brentwood's strengths are as follows: students receive in-house counseling through our school guidance counselors, therapists from The Children's Psychiatric Center and our social worker from Regional Center 1. Our Community Involvement Specialist strives to meet the needs of both students and parents. Regional Center 1 and the Advanced Academics Department provide us with a school psychologist and a staffing specialist. Brentwood Elementary's uniqueness stems from the dedication of its staff to this community. We identify students and families in need of services and provide direct assistance or referral to various community-based agencies. Our Academic Excellence Program provides challenges to selected students in a two day a week, after-school setting. We also offer early-bird, after-school and Saturday tutorials to all students with a focus on Level 1 and Level 2 students. Our teachers sponsor activities such as Future Teachers, Safety Patrols, Dance, Youth Crime Watch, Do the Right Thing, and Cheerleaders as enrichment for our students. Our concerns include the following: high rate of beginning teachers, high student and teacher mobility, open pod structure, and limited parental involvement. Brentwood has a Title I School-Wide Program Brentwood has also been designated as a recipient of the Reading First Grant for the 2007-2008 school year.

Given instruction using the Sunshine State Standards, students in the subgroup of the Total Population in grades three through five will improve their reading skills as evidenced by 58 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in the subgroup of the Black Population in grades three through five will improve their reading skills as evidenced by 58 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in the subgroup of the Economically Disadvantaged Population in grades three through five will improve their reading skills as evidenced by 58 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Assessment.



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Given instruction using the Sunshine State Standards, students in the subgroup of the Total Population in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 85 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+ Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 46 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Science Assessment.

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006 - 2007 to the 2007 - 2008 school years.

Given the Student Code of Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of teacher written Student Case Management forms written during the 2007 - 2008 school year as compared to the number of teacher written Student Case Management forms written during the 2006- 2007 school year.

Given an emphasis on the use of technology in education, all students will augment their usage of SuccessMaker as evidenced by six hours of monthly usage.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by an increase of five percent in the number of students getting Silver and Gold awards on the 2007 -2008 FITNESSGRAM as compared to the 2006 - 2007 FITNESSGRAM.

Given instruction using the Sunshine State Standards, students and stakeholders will increase their utilization of the Media Center through the implementation of extended library hours as evidenced by a five percentage point increase in Media Center visitation logs during the 2007 – 2008 school year.

Brentwood Elementary School will improve its ranking on the State of Florida ROI Index publication from the 34th percentile in 2006-2007 to the 35th percentile on the next publication of the Index.

Based on the results of the Organizational Performance Improvement Snapshot, Brentwood Elementary School recognizes the following two categories with the lowest rankings: Strategic Planning and Process Management. To address these concerns, Brentwood Elementary will continuously survey staff to gain their insight and input as it relates to the budget, job performance, curriculum, and school procedures. Faculty and staff will collaborate on best practices to address the concerns.



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MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

CORE VALUES

Excellence

We pursue the highest standards in academic achievement and organizational performance.

Integrity

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

Equity

We foster an environment that serves all students and aspires to eliminate the achievement gap.

Citizenship

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

0461 - BRENTWOOD ELEMENTARY SCHOOL

VISION

Brentwood Elementary has established the posture that enriches our 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.

MISSION

The mission of Brentwood Elementary is to improve the educational opportunities of our students by helping them succeed and attain grade level proficiency. An emphasis will be placed on higher-order thinking skills. Our primary goal is to promote life-long skills and opportunities for our students through the on-going efforts of the school community. In our quest for the best, Brentwood Elementary has adopted the posture that all students will achieve. Together Everyone Achieves More!

CORE VALUES

Brentwood Elementary School holds the following beliefs as the motivation for all endeavors undertaken by the school: We are dedicated to the pursuit of excellence: excellence in services provided, excellence in promoting positive relationships, and excellence in communicating our school's vision. We believe that Brentwood Elementary School should be a place of realized potential and we believe that our responsibility is to our students, to our staff, to our parents, and to the community and the society that we serve.

School Demographics

Facility and Community: Brentwood Elementary School was built in 1975 on 9.72 acres. It is a neighborhood school located in a predominantly Black community. At this time, there are no portable classrooms. In 2005, a primary learning center and a new media center were added. The primary learning center houses 13 classrooms, an office, a conference room and a multi-purpose room. The media center has an office, a closed circuit television studio and storage space. During July 2007, the CCTV Antennae was replaced and basic cable channels are available. The number of students qualifying for free or reduced priced lunch averages about 88.9 percent each year.

Student Demographics: This year's student population for the 2007-2008 school year consists of approximately 825 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 90.6 percent Black, 8.0 percent Hispanic, 0.4 percent White and 1.0 percent Other. Our Special Education (SPED) population constitutes 7.6 percent of the enrollment. English Language Learners (ELL) students constitute 4.6 percent of the enrollment. Brentwood Elementary has three VPK programs. Each class has 17 students. Brentwood Elementary has the following subgroups: Total Population, Black and Economically Disadvantaged. In reading, there are 30 third grade, 29 fourth grade, and 37 fifth grade Level 1 students. In mathematics, there are 16 third grade, 21 fourth grade, and 27 fifth grade Level 1 students. In reading, there 28 fourth grade and 25 fifth grade Level 2 students. In mathematics, there are 11 third grade, 31 fourth grade, and 36 fifth grade Level 2 students. This year our Gifted Program went from a Resource Enrichment model to a content-based Language Arts/Reading Program. There are approximately 25 first through fifth grade students participating in the program.

Unique Aspects: Strengths: Our student population also receives student services in the form of in-house counseling through our school guidance counselors, therapists from The Children's Psychiatric Center and our social worker from Regional Center 1. Our Community Involvement Specialist strives to meet the needs of both students and parents from our school area. Regional Center 1 and the Advanced Academics Department provide us with a school psychologist and a staffing specialist to meet the needs of all of our students. Brentwood Elementary's uniqueness stems, in large part, from the dedication of its staff to this community. We try to identify students and families in need of services and provide direct assistance or referral to various community-based agencies. Our Academic Excellence Program provides challenges to selected students in a two day a week, after-school setting. We also offer early-bird, after-school and Saturday tutorials to all students with a focus on Level 1 and Level 2 students. Our teachers sponsor activities such as Future Teachers, Safety Patrols, Dance, Youth Crime Watch, Do the Right Thing, and Cheerleaders as enrichment for our students. Brentwood Elementary believes that our school provides a learning environment that welcomes all students and leaves no child behind.

Unique Aspects: Areas of Concern: Some disadvantages that impede our school's success are as follows: high rate of beginning teachers, high student and teacher mobility, open pod structure, and limited parental involvement. In 2006-2007, approximately one-third of our instructional staff was comprised of beginning teachers and teachers out of field. Brentwood's student mobility rate is .34 therefore impacting student achievement. In addition, the open pod structure is extremely challenging for many of our struggling learners. Another area of concern is the limited number of parents and guardians as stakeholders at Brentwood.

Teacher Demographics: The leadership team includes the following: Sharon D. Jackson (Principal), Janet Jordan (Title 1 Reading Coach), Lori Margolin (Reading First Reading Coach), Miriam Comer (Mathematics Coach), Naddiuska Brito (Kindergarten Chairperson), Latrice Mobley (1st Grade Chairperson), Linda Hamilton (2nd Grade Chairperson), Robin Blue (3rd Grade Chairperson), Olga Acevedo (4th Grade Chairperson), Anne Fischer (5th Grade Chairperson), Darrah Grice (School Psychologist), Ginette Torres (Guidance Counselor), Helen Smith-Carelli (Guidance Counselor), and Jacquelyn Bryan (Community Involvement Specialist). Brentwood Elementary has 83 full time employees and 29 part-time employees. The ethnic make-up of the staff is nine percent White Non-Hispanic (10 people), 70 percent Black Non-Hispanic (72 people), 19 percent Hispanic (19 people) and less than 2 percent Other. At the start of every school year, we experience many vacancies and it is difficult to recruit staff. The open-pod structure is a deterrent for new hires. In addition, we seem to have difficulty retaining personnel. Staff members relocate to other states due to the high cost of living in South Florida.

Class Size/Teacher-to-Student Ratio: The average class size by grade level for Kindergarten through 2nd grade is 18 and for 3rd through 5th grade it is 20. Brentwood's anticipated average is Pre-Kindergarten (17); Kindergarten (15); 1st Grade (21); 2nd Grade (22); 3rd Grade (18); 4th Grade (19); 5th Grade (21). The average class size for SPED is 12.

Attendance Rate: The average daily attendance for the school is 98 percent. We continuously improve in student attendance. We are proud to say that Brentwood achieved the distinction of 2nd place for the third nine week marking period. Compared to the District attendance rate of 94.88 percent and the State's rate of 93.85 percent, Brentwood is well above their average.

Promotion/Graduation/Retention Rates: The 3rd grade promotion rate is 22.9 percent while the district promotion rate is 16.3 percent.

Feeder Pattern: We are part of the Miami Carol City Senior High School feeder pattern. It is a predominately African American population. Our 5th grade students transition to the 6th grade at Carol City Middle School which is not a ZONE school.

Special Programs: Special programs are provided including a Special Education Program and a Limited English Proficiency Program which provides instruction in English for Students of Other Languages, as well as an Academic Excellence Program (AEP), Teaching Enrichment Activities for Minorities (T.E.A.M.), and a Gifted Content-based Program. These programs will focus on improving the educational achievement of all students. We house three Title 1 Pre-Kindergarten classes for four year olds who live in our attendance



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area. Selected Brentwood students receive tutoring before and after school in reading, writing, and mathematics three times a week.

School Community Relations/Partners: We have recently formed an alliance with The Parent Academy which promises to enhance our ability to help our students and families. We also rely on our community partners, such as Washington Mutual Bank, Wachovia Bank, Bank of America, The Miami Dolphins, Golden Corral, Denny's, Burger King, McDonald's, Sam's Club, Miami Gardens Jaycees, and Dominoes Pizza to provide additional resources. Our local Children's Psychiatric Center provides our children with counseling services both at school and in their homes. The school offers tutorial services daily through an after-school program sponsored by the YWCA. District Curriculum Support Specialists provide professional development and Regional Directors provide leadership and program support.

Grants: Brentwood Elementary has a Title I School-Wide Program utilizing allocated funds to defray expenditures for programs that address the specific needs of students. Brentwood has also been designated as a recipient of the Reading First Grant for the 2007-2008 school year. The Reading First Grant focuses on proven methods of early reading instruction to ensure that all children learn to read well by the end of third grade. The grant provides funds for an additional Reading Coach, classroom libraries, and professional development.

School Foundation

Leadership:

The Leadership at Brentwood Elementary School was rated 4.0 which indicates that the leadership has set the direction, shared the mission and vision of our school, created a positive working environment and involved its employees in the day to day operation of the school. Administration keeps the faculty and staff informed and involved through monthly faculty meetings, department chair meetings, grade level meetings, and email.

District Strategic Planning Alignment:

Brentwood Elementary rated Strategic Planning a 3.7 which indicates that its employees are active in the development of school goals and objectives.

Stakeholder Engagement:

Brentwood Elementary has rated Stakeholder Engagement a 4.1 which indicates that the customers of Brentwood are satisfied. Brentwood Elementary will continue to link with the community in the following ways: Open House, EESAC meetings, monthly seminars and teacher-led workshops. We will strive to establish an active P.T.A.

Faculty & Staff:

Brentwood Elementary School has a staff enrollment of 83 full-time employees and 29 part-time employees. The ethnicity of the full-time staff is broken down as follows: 8 White Non-Hispanic, 72 Black, 19 Hispanic, and 5 Other. Brentwood has two administrators, 70 instructional staff members, 5 clerical employees, 6 custodial staff members, and 28 paraprofessionals and cafeteria employees. Twenty-seven staff members have been employed at Brentwood more than 10 years, 33 staff members have been at Brentwood between 4-10 years, 28 employees have been at Brentwood between 1-3 years, and 16 staff members have been employed for less than one year.

All of Brentwood Elementary's new teachers will attend the week long Beginning Teacher Orientation provided by the District. Each of our new teachers have been assigned a Mentor to help them get acclimated to our school and to provide assistance and direction in the preparation of lesson plans, grade books, setting of long and short range goals, etc. Our grade level chairpersons and Professional Growth Teams will ensure that each new teacher receives the appropriate professional development training necessary for their area. The Professional Growth Team works directly with new teachers to ensure the efficacy of their academic involvements and classroom activities. District Educational Specialists and the Reading and Mathematics Coaches will be assigned to provide model lessons, discipline guides, and teaching techniques and strategies. In addition, Brentwood has two highly qualified teachers to implement the Mentoring and the Induction for New Teachers (MINT). Mentees are expected to demonstrate effective lessons using instructional strategies previously modeled. Mentees and mentors will meet at least twice a week to discuss best practices and classroom concerns. All new teachers are trained in the use of the District e-mail, the school's reading plan, electronic gradebook, and the methods utilized to identify low performing students. Furthermore, the coaches work closely with new teachers in order to train them in the use of school resources, the effective implementation of the Comprehensive Reading Research-based Plan and to continually expose teachers to the latest strategies and materials. New teachers also take part in weekly grade level meetings which enable them to develop strong professional relationships with more experienced teachers. State requirements, local policy, student test results, surveys, staff meetings, faculty meetings, in-service workshops, etc. are all guiding forces that have shaped Brentwood's teacher mentoring program. The administration takes the role of a coach in ensuring that teachers get the support they need to be effective at preparing our students for academic growth.

Data/Information/Knowledge Management:

Brentwood Elementary School rated Measurement, Analysis, and Knowledge Management a 4.2 which indicates that employees are comfortable measuring the quality of their work in order to make changes as needed as well as to self-assess.

Education Design:



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Extended Learning Opportunities:

Brentwood Elementary School will offer a wide array of additional learning opportunities for students. Throughout the year, from approximately September through June our school will be providing before/after school tutorial for targeted students. The tutorial sessions will take place Monday, Tuesday, and Thursday for an hour and a half block. During the day, an intervention program will include Voyager Passport, SuccessMaker, FCAT Explorer and Riverdeep for Level 1 and Level 2 students as well as Special Education students and English Limited Learners. The Media Center will provide extended hours after school two days a week. A Reading/Language Arts Gifted Program and an Academic Excellence Program will be conducted after school to enrich students. The Saturday Academy is a tutorial service for students in grades two through five. Fourth grade students are offered Early-bird tutoring to prepare for FCAT Writing+. The Voyager Passport Program will be used for low performing Kindergarten through fifth grade students for an additional 30 minutes. On Target, a direct instruction Mathematics program will supplement the basal mathematics for all second through fifth grade students.

School-wide Improvement Model:

Brentwood Elementary School will participate in Action Research, a process by which the school assessments and data will be studied in order to guide, correct, and evaluate decisions that will improve the quality of instruction and impact student achievement. Brentwood Elementary School implements the 8-Step Continuous Improvement Model (CIM) utilizing the Plan-Do-Study-Act as a school-wide improvement tool. This process is comprised of an 8-step scientifically research-based program that assesses students on a regular basis for enrichment and remediation. These steps include: test scores, disaggregation of data, time-line development, instructional focus, assessment, tutorials, enrichments, maintenance and monitoring of the process. Scores are analyzed and the data is used to identify the areas of strength and weakness for individual students and the grade level as a whole. The academic needs of students will be targeted using the web-based Student Performance Indicators (SPI) and Dynamic Indicators of Basic Skills (D.I.B.E.L.S.), the Houghton Mifflin scope and sequence in Reading/Language Arts is aligned to the Sunshine State Standards to ensure that the instructional program maintains focus on the benchmarks. In addition, the District mathematics and science scope and sequences will be used. ON-going assessment of student performance will be closely monitored so that instructional practices may be revised to meet the individual needs of students.

Performance Results:

Some disadvantages that impede our school's success are as follows: high rate of beginning teachers, high student and teacher mobility, open pod structure, and limited parental involvement. In 2006-2007, approximately one-third of our instructional staff was comprised of beginning teachers and teachers out of field. Brentwood's student mobility rate is .34 therefore impacting student achievement. In addition, the open pod structure is extremely challenging for many of our struggling learners. Another area of concern is the limited number of parents and guardians as stakeholders at Brentwood.

Schools Graded 'C' or Below

Professional Development:

Teachers are offered a variety of professional development opportunities to meet the diverse needs of their students. Mapping of Instruction to Achieve Instructional Priorities in Reading will help teachers pace instruction and meet grade level expectations. Teachers will receive training in the administration of the Houghton Mifflin Phonics/Decoding Screening Test. Differentiated instructional strategies using FCRR Learning Centers and make and take learning center activity sessions focus on the Big Five in reading with an emphasis on phonemic awareness and phonics instruction using strategies such as Say & Move It Fast. Disaggregating and analyzing student data (Houghton Mifflin Phonics/Decoding Screening Test, D.I.B.E.L.S., DAR, and Interim Assessments, School wide tests) to create guided reading and skill groups as well as identify the instructional needs of individual students. Workshops in writing will focus on writing voice and the student writing rubric. Math and science workshops will emphasize "hands on" instruction and interactive science labs. Technology training will include computer assisted programs such as BrainPop, Riverdeep, FCAT Explorer, Reading Plus, Enchanted Learning, LeapFrog, and Accelerated Reader to enhance and differentiate instructional strategies. To assist teachers in developing a greater repertoire of instructional strategies, training in the online resource, LEARN, will provide teachers with demonstration videos of multiple instructional reading strategies and lesson plans covering the Big Five in reading.

Disaggregated Data :

The leadership team met in the June and July to review and analyze the 2007 FCAT and SAT-10 data results. To establish baseline data in reading of letter knowledge and phonics, teachers will disaggregate the data from the Houghton Mifflin Phonics/Decoding Screening Test. The faculty will utilize D.I.B.E.L.S. data, school wide K-5 pretest/midyear/posttest assessment data and Interim Assessment data three times per school year to determine if students are mastering spiraling reading and math benchmarks at each given assessment. Grade level teams will monitor bi-monthly mini-assessments in reading and math given to third through fifth graders to determine mastery of selected benchmarks that align to the pacing guide and focus calendar. Bi-monthly assessments and a school developed science pretest, midyear test and posttest will be analyzed to determine student achievement in grade 5. Analyzing these assessments will help determine the effectiveness of instructional strategies and data from the assessments will be used to form groups for differentiated instruction, plan for intervention and continually calibrate instruction. Data from the A+ Tutorial Computer Program and Pretest/Posttest from Triumphs Reading and Math Program will be monitored to differentiate instruction for students in the after school tutoring program.

School-site administrator(s), School Psychologist, Reading Coaches, Math Coach, mentor teachers, and classroom teachers will comprise the team of professionals who regularly review and share assessment data. These data study teams will review data and monitor trends in student achievement, and the effectiveness of interventions. Assessment data may also be used to define professional development opportunities for teachers.

Informal and Formal Assessments:

Formal assessments such as D.I.B.E.L.S.(K-5), School wide reading and math Pretest/Midyear/Posttest (K-5), Interim Assessments (3-5), STAR (2-5), STAR Early Literacy (K, 1) will be given three times per year. SAT-10 and FCAT Administration will be given annually to 3rd – 5th grade students, and third grade retained students will take the alternative SAT-10 Assessment in September. Houghton Mifflin Phonics/Decoding Screening Test will be administered in August to students in grades 1-3 and selected 4th and 5th graders. Appropriate subtests from the Diagnostic Assessment of Reading (DAR) will be administered to students who are not making progress as indicated by progress monitoring measures when additional data is needed to plan targeted or comprehensive interventions. Bi-monthly assessments in reading, mathematics, and science are aligned to the school's focus calendar. Skill and weekly assessments from the Houghton Mifflin Reading Program, the Scott Foresman Mathematics Program and Scott Foresman Science Program will be on-going throughout the school year.

Informal teacher-made assessments such as quizzes in reading, mathematics and science and one and two question teacher-made mini-assessment checks will be on-going. Teachers will informally measure student progress through oral reading, journal writing and performance-based tasks.

Alternative Instructional Delivery Methods :



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Utilizing assessment data, all student subgroups, including English Language Learners (ELL) and Special Education (SPED) will be prioritized for support through intervention. The level of intensity and intervention selected for use will be based upon the nature and severity of the students' deficit(s). The Voyager Passport Program will be utilized for at-risk Kindergarten through fifth grade students in a small group setting for 30 to 40 minutes daily. The instruction will be provided by the classroom teacher, a reading interventionist or a paraprofessional. All third through fifth grade students will utilize SuccessMaker, a computer assisted instructional program in reading for 20 minutes or more on a daily basis. Selected third through fifth grade FCAT Level 1 and 2 students who are reading at a mid first grade level or greater will take advantage of Reading Plus, a research-based computerized reading program to increase fluency and enhance comprehension.

Third grade students will utilize the A+ Reading Software Program provided by Program and Project Management Computer Lab. The program is designed to differentiate instruction tailored to meet individual needs. We have a certified teacher and trained paraprofessionals doing a pull-out tutorial using Voyager Passport.

Students reading at or above grade level will be provided opportunities to further develop their skills through extension activities related to the theme or concept taught using the CCRP. These extension activities will be included in the literacy block.

The Gifted Program is Content-based in Reading, Language Arts and Social Studies, and students will meet with the Gifted Teacher daily for a two hour block.

Four fourth and fifth grade classes will be departmentalized in Reading/Language Arts/Social Studies and Math/Science. Selected students requiring greater support will remain in self-contained classes.

Hands-on instructional activities, cooperative learning groups and small group instruction will be utilized in reading, mathematics and science. All 2nd through 5th grade students will be instructed using the On Target Direct Instruction Mathematics program on a daily basis.



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Schools Offering Primarily Grades 6 through 12

Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :

Reading Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Reading Statement

Students at Brentwood Elementary School will continue improving their reading skills as measured by the FCAT to develop proficient readers.

Needs Assessment

Stakeholders analyzed the 2007 test data to determine the areas of need. Scores on the 2007 FCAT Reading Test indicate that 46 percent of students reached the state required mastery level, 61 percent made learning gains, and 50 percent scoring in the lowest 25 percent made learning gains. Needs have been prioritized to align with the school vision. Analysis of the data indicates that one of the greatest needs is to increase the percentage of the number of students meeting high standards and making learning gains. According to the Florida Department of Education AYP report, all subgroups did not meet adequate yearly progress (AYP). There was a decrease in the percent proficient from the 2007 FCAT Assessment to the 2006 FCAT Assessment.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in the subgroup of the Total Population in grades three through five will improve their reading skills as evidenced by 58 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in the subgroup of the Black Population in grades three through five will improve their reading skills as evidenced by 58 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Assessment.

Given instruction using the Sunshine State Standards, students in the subgroup of the Economically Disadvantaged Population in grades three through five will improve their reading skills as evidenced by 58 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Reading Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Integrate CRISS strategies during content area reading.	Principal, Assistant Principal, Reading Coaches, Teachers	10/06/07	06/05/07	District-wide Literacy Plan	1000
Provide on-going professional development in the Comprehensive Research-based Reading Plan and the Houghton Mifflin Reading Program. Reading Coaches will demonstrate lessons using scientifically-based reading materials for reading.	Principal, District and Regional Support Educational Specialists, Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	3000
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal, Assistant Principal, Reading Coaches, Teachers	09/10/2007	06/05/2008	District-wide Literacy Plan	500
Utilize computer-assisted programs in reading including Accelerated Reader (AR), S.T.A.R., Riverdeep, SuccessMaker, FCAT Explorer, BrainPop, and LeapFrog to improve reading comprehension.	Principal, Reading Coaches, Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	8000
Assist teachers in data-driven decision-making by providing them with access to Student Performance Indicators (SPI), D.I.B.E.L.S. Assessments, S.T.A.R., S.T.A.R. Early Literacy, Houghton Mifflin Phonics/Decoding Screening Test, and school-wide assessments that will enable teachers to match instruction to assessment.	Principal, Assistant Principal, Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Implement the District's Pacing Guide and the Comprehensive Research-based Reading Plan (CRRP) with an intensive focus on guided reading and provide an uninterrupted daily 90-minute block of reading instruction for students in Kindergarten through fifth grade. Tier 1 and Tier 2 students will receive an additional 30 minutes of instruction and Tier 3 students will receive an additional 60 minutes of instruction.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2007	District-wide Literacy Plan	5000
Implement an After School Tutorial Program three times a week for all identified students with an emphasis on Level 1 and 2 students as well as selected students in Grades Kindergarten through five and evaluate progress through benchmark testing.	Principal, Assistant Principal, Reading Coaches, Teachers, Media Specialist	09/10/2007	5/15/2008	District-wide Literacy Plan	20000
Implement a Saturday Academy Tutorial Program for on level students in grades three through five and evaluate progress through benchmark tests.	Principal, Assistant Principal, Reading Coaches, Teachers	09/10/2007	06/05/2008	District-wide Literacy Plan	10000
Provide supplemental phonics materials for grades Kindergarten through two and mini benchmark assessments for grades three through five that are aligned to the school's focus calendar.	Principal, Reading Coaches, Teachers	09/17/07	06/05/2008	District-wide Literacy Plan	4000

Research-Based Programs



School Improvement Plan 2007-2008



Houghton Mifflin Reading Program
Voyager Passport
Continuous Improvement Model
Read180
Reading Plus
SuccessMaker

Professional Development

Continuous Improvement Model (CIM)
Comprehensive Research-based Reading Plan (CRRP)
Voyager Passport
Creating Independence through Student-Owned Strategies (CRISS)
FCAT Explorer
SuccessMaker
Riverdeep
Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
STAR and STAR Early Literacy
Accelerated Reader
Diagnostic Assessment of Reading (DAR)
Elements of Reading Vocabulary

Evaluation

1. This summative evaluation for this objective will be evidenced by the scores on the 2008 administration of the FCAT Reading Assessment.
2. Progress toward the objective will be monitored by formative assessments such as: district interim assessments, and by school-developed and cumulative benchmark assessment testing.

Mathematics Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mathematics Statement

Students at Brentwood Elementary School will continue improving mathematics skills as measured by the FCAT, for all No Child Left Behind (NCLB) populations.

Needs Assessment

The data attained from the School Performance Accountability results indicate that 44 percent of the students tested achieved high standards in mathematics. The required level of performance was not achieved. The 2008 school performance in mathematics will need to show increased gains in the percent of students achieving high gains by 18 percent in order to meet the state required level of performance. Analysis across grade levels shows evidence that students will need to increase skills in measurement and algebraic thinking. The results of the 2007 FCAT indicate that increased instruction in these strands is paramount. In addition to data analysis and geometry, in grade 3, the number sense strand is indicated as the area in greatest need of improvement. In grade 4, algebraic thinking and data analysis are in need of improvement. The algebraic thinking strand in grade 5 is another area in need of in-depth instruction. Professional development needs will focus on innovative teaching strategies and concentrated instructional effort in these areas, which will result in an increase in student achievement. According to the Florida Department of Education AYP Report, all subgroups did not meet adequate yearly progress (AYP).

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in the subgroup of the Total Population in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Black students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

Given instruction using the Sunshine State Standards, Economically Disadvantaged students in grades three through five will improve their mathematics skills as evidenced by 62 percent of students scoring at or above a Level 3 on the 2008 administration of the FCAT Mathematics Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer a benchmark pre, midyear, and post test, district interims, monthly cumulative assessments and bi-weekly benchmark assessments in mathematics which are aligned to the Sunshine State Standards tested benchmarks.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Implement On Target to reinforce mathematics in Grades two through five.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	5000
Utilize Edusoft, a data management system, to score assessments and monitor student progress. These disaggregated data reports will be used to redirect classroom instruction, provide enrichment and remediation, and for placement of students in flexible tutorial groups.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	2000
Implement Riverdeep, FCAT Explorer, A+, and SuccessMaker technology programs for students.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Utilize Curriculum Support Specialists to employ the coaching model (planning with teachers, demonstrating strategies, practice, and provide feedback to support the core mathematics program).	District and Regional Support Educational Specialists, Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Adhere to the District Pacing Guide and the basal Mathematics program.	Principal, Assistant Principal, Mathematics Coach, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	2000
Implement a Saturday Academy Tutorial Program for at selected students in Kindergarten through fifth grade and evaluate progress through benchmark pre and posttests.	Principal, Assistant Principal, Mathematics Coach, Teachers	10/01/2007	05/15/2008	District-wide Literacy Plan	2000
Implement an After School Tutorial three times a week for selected students in grades three through five with an emphasis on Level 1 and 2 students in Grades three through five and selected students in Kindergarten through 2nd grade and evaluate progress through benchmark made pre and posttests.	Principal, Assistant Principal, Mathematics Coach, Teachers	10/01/2007	5/15/2008	District-wide Literacy Plan	10000

Research-Based Programs

FCAT Explorer
 Scott Foresman Mathematics Program
 Riverdeep
 On Target

Professional Development



School Improvement Plan 2007-2008



Student Performance Indicators (SPI)
Creating Independence through Student-Owned Strategies (CRISS)
FCAT Explorer
Continuous Improvement Model
Scott Foresman Mathematics Program
Best Practices
Riverdeep
On-Target

Evaluation

1. This summative evaluation for this objective will be evidenced by the scores on the 2008 administration of the FCAT Mathematics Assessment.

2. Formative monthly, quarterly and district interim benchmark assessments will be administered. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

Writing Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Writing Statement

All students will make learning gains sufficient to acquire the knowledge, skills, and competencies needed to master the Sunshine State Standards in the area of writing.

Needs Assessment

As per the Annual Report Card 2007, scores on the 2007 FCAT Writing+ Test revealed that 16 percent of the fourth grade students have not scored at the state mastery level. Scores on the 2007 FCAT Writing+ Test did indicate that 84 percent of grade four students scored at the state mastery level. Scores on the 2007 FCAT Writing+ Test indicated no difference in the percent proficient in comparison to 2006.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 85 percent of the students achieving high standards on the 2008 administration of the FCAT Writing+ Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Maintain a writing portfolio for each student to document growth in students' writing skills and to increase writing proficiency.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Provide coaching and mentoring with the implementation of the monthly prompts, interpretation of the 6 point Scoring Rubric, analysis of student papers, and specific strategies to guide instruction to ensure writing gains.	Principal, Reading Coaches	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use and analyze data from the District's Pre-and Post Test narrative/ expository writing prompts to develop writing prompts and establish differentiated instruction groups.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Utilize the Readers/Writers Workshop from the Houghton Mifflin Series.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Implement a Tutorial Program for students not demonstrating mastery in 4th grade writing and evaluate progress through teacher developed writing pre and posttests.	Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	2000
Implement the Continuous Improvement Model utilizing the eight-step process.	Principal, Assistant Principal, Reading Coaches, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Model and support provided by part-time Writing teacher.	Principal, Reading Coaches	8/27/2007	6/05/2008	District-wide Literacy Plan	8000

Research-Based Programs

Houghton Mifflin Reading Program

Professional Development

The Writing Process
 Holistic Scoring
 Conventions of Writing
 Conferencing Techniques
 Scoring using the 6 point Rubric

Evaluation

1. This summative evaluation for this objective will be evidenced by the scores on the 2008 administration of the FCAT Writing+ Assessment.

2. Monthly writing prompts as well as District pre and posttest will provide formative assessment that will be used to monitor ongoing progress toward the objective. Achievement of the objective will be accomplished when students demonstrate increased proficiency in writing skills as evidenced by 85 percent of the students reaching the state required mastery level or above as documented by the 2008 FCAT Writing+ Assessment.

Science Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Science Statement

Fifth grade students at Brentwood Elementary School will improve their science skills as measured by the FCAT, for all No Child Left Behind (NCLB) populations.

Needs Assessment

The results of the Grade 5 2007 FCAT Science test indicate that 21 percent of the fifth grade students showed mastery. This percent was below the District and the State score. The content cluster comparative data results indicate that all clusters need to be increased. The greatest area of need for the last two years (in ranking order from greatest to least deficiency) is Earth and Space, Life and Environmental, Scientific Thinking, Physical and Chemical science. Professional development is needed in the areas of experimental demonstrations, concept development, and scientific thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 46 percent of the students scoring at or above a Level 3 on the 2008 administration of the FCAT Science Assessment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide students with real-world experiences that link the science curriculum to its applications to the world of work, for example: Career Day, Science Fair.	Principal, Assistant Principal, Reading Coaches, Math Coaches, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	2000
Incorporate (CRISS) Creating Independence through Student-owned Strategies in Science.	Principal, Assistant Principal, Coaches, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Utilize the Scott Foresman research based Science program. Teachers will implement the District's Pacing Guide for elementary schools.	Principal, Assistant Principal, Coaches, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	20000
Provide interventions in small group settings to include BrainPop, Hands-on Inquiry based Science, and multi-media presentations.	Principal, Assistant Principal, Coaches, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	1000
Infuse the science curriculum within the areas of mathematics reading, and writing.	Principal, Assistant Principal, Coaches, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Provide District Curriculum Support Specialist to assist teachers with Professional Development in Science.	Principal, Assistant Principal, Coaches, Teachers, Curriculum Support Specialist	8/20/2007	6/05/2008	Continuous Improvement Model	0
Implement a school-wide Science Fair.	Principal, Assistant Principal, Coaches, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	300
Infuse BrainPop Science technology into the instruction delivery of the research-based program.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	1000

Research-Based Programs

Continuous Improvement Model
Houghton Mifflin Series
Scott Foresman

Professional Development

Scott Foresman
FOSS Workshop
Elementary Hands-on Mathematics/Science
CRISS Creating Independence through Student-owned Strategies Training
Science Inquiry Workshop
Inquiry in Action

Evaluation

1. This summative evaluation for this objective will be evidenced by the scores on the 2008 administration of the FCAT Science Assessment.
2. Progress toward the objective will be monitored by formative assessments such as: by school-developed and cumulative cluster assessment testing.

Parental Involvement Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Parental Involvement Statement

Increase communication and parental involvement at Brentwood Elementary School.

Needs Assessment

The data reflected on the 2006 - 2007 Annual Survey of Title I Parental Involvement indicated a 5 percent increase in the level of parent participation in school-based activities. The logs of the Community-Based Partnerships indicated a 10 percent increase in the number of organizations participating in the efforts of the school to improve both the academic and family-related needs of the students and their families. The level of involvement of both parents and community-based organizations will need to be highly focused and well-planned to maximize the efforts to generate increased participation and support.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate an increase of five percentage points in the number of parental and community contacts as evidenced by comparing the hourly logs for the 2006 - 2007 to the 2007 - 2008 school years.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide and maintain a parent resource center with instructional materials for check-out and use at home. Additionally, parents will be encouraged to use the resources available through THE PARENT ACADEMY.	Principal, Assistant Principal, Community Involvement Specialist, Counselors	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Include parent's active participation in decision-making groups such as the PTA and School Advisory Council. Use progress reports, report cards, letters, flyers, school newsletters, and parent/teacher conferences to maintain communication between home and school.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, EESAC, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Plan and facilitate special "Family Night" activities such as Open House, Title I Parent Orientation, Mathematics/Science Family Night, Holiday Programs, and Awards Ceremonies to encourage additional opportunities for parental involvement.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Coaches, EESAC, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	1000
Combine efforts with the Administration, faculty, parent representatives, and community based organizations in surveying parent's needs, prioritizing the areas of greatest concerns and planning activities to address the identified areas.	Principal, Assistant Principal, Community Involvement Specialist, Teachers	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Provide an Adult Literacy Education Program.	Principal, Assistant Principal, Program Instructor(s)	10/1/2007	6/05/2008	District-wide Literacy Plan	5000

Research-Based Programs

P.T.A.

Professional Development

Opening of School
 Back to School/Open House
 The Educational Excellence School Advisory Council (EESAC)
 Parent Involvement Workshops

Evaluation

Parental and community involvement will show a 5 percentage points increase above the 2006 - 2007 level of participation, as reflected in the data attained from parental and community involvement attendance logs.

Discipline & Safety Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Discipline & Safety Statement

To create a safe and orderly environment.

Needs Assessment

Analysis of data indicates that one of the greatest needs is to improve student behavior. This is evident through the executive summary of the Student Case management report. This 2006-2007 report shows that students were suspended for general disruptive conduct, defiance of school personnel or authority, and rude and discourteous behavior. An analysis of this report indicates a need for a decrease in the behaviors indicated above. A decrease in the negative behaviors will help to create a safe and orderly environment.

Measurable Objective

Given the Student Code of Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10 percentage point decrease in the number of teacher written Student Case Management forms written during the 2007 - 2008 school year as compared to the number of teacher written Student Case Management forms written during the 2006- 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Meet with students in small groups to resolve conflicts and teach respect of self and others.	Principal, Assistant Principal, Counselors, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Instruct Character Education and the Core Values to help all students develop values necessary to participate as caring and responsible citizens.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Coordinate student participation in the Youth Crime Watch, and the Do the Right Thing programs.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Form a committee with our stakeholders in order to create a school-wide discipline plan.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers, EESAC	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide workshops with parents on parenting and alternative discipline strategies.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	200
Work with students to control inappropriate behaviors, through implementation of progress reports and behavior modification plans.	Principal, Assistant Principal, Psychologist, Counselors, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1000

Research-Based Programs

Character Education Program

Professional Development

Intervention skills for dealing with violent and potentially violent students
 Conflict Resolution
 Classroom management
 Counseling of at-risk students

Evaluation

The success of this objective will be evidenced by a ten percentage point decrease in the number of teacher written Student Case Management forms written during the 2007 - 2008 school year as compared to the number written in the 2006 - 2007 school year.

Technology Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Technology Statement

Increase student use of technology by providing Professional Development to teachers on technology usage in the classroom.

Needs Assessment

During the 2006-2007 school year, there was a ratio of 1:9 working computers to students. Due to our declining scores on the 2007 FCAT reading assessment, SuccessMaker will be implemented in the area of reading. Teachers will need enhanced skills in the use of running SuccessMaker reports to drive instruction as well as to evaluate data.

Measurable Objective

Given an emphasis on the use of technology in education, all students will augment their usage of SuccessMaker as evidenced by six hours of monthly usage.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Infuse the SuccessMaker Computer Program into the curriculum, giving students opportunities to utilize technology.	Principal, Assisnat Principal, Coaches, Teachers	8/20/2007	6/05/2008	Continuous Improvement Model	0
Employ skills that foster higher level thinking to produce various projects electronically.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Utilize technology to retrieve, evaluate, and align test data to drive instruction.	Principal, Assistant Principal, Coaches, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Utilize technology in direct instruction.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide professional development for the SuccessMaker software in an effort to increase and improve student achievement, delivery of instruction, and technological awareness.	Principal, Assistant Principal, Coaches, Technology Mentor, Teachers, Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	250

Research-Based Programs

Read 180
Riverdeep
SuccessMaker

Professional Development

Edusoft
PowerPoint
Electronic Grade Book
Microsoft Word and Excel
FCAT Explorer
Riverdeep
SuccessMaker
BrainPop
Kidspiration/Inspiration
FrontPage Web Design
TV Viewers
Computer Projectors
Student Performance Indicators
Enchanted Learning

Evaluation

This objective will be evaluated as evidenced by SuccessMaker reports identifying 16 hours of time spent monthly on the program as well as student performance levels.

Health & Physical Fitness Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health & Physical Fitness Statement

Students at Brentwood Elementary will improve their health and physical fitness.

Needs Assessment

Based on the results of the 2006-2007 Physical Fitness Test, 72% of all 4th grade and 5th grade students achieved medal status. These results indicate a need for all students to become more physically active and health conscious.

Measurable Objective

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by an increase of five percent in the number of students getting Silver and Gold awards on the 2007-2008 FITNESSGRAM as compared to the 2006 - 2007 FITNESSGRAM.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Support activities that promote physical fitness, health, nutrition, and personal hygiene during health and recess education.	Principal, Assistant Principal, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Monitor the physical education program to ensure that teachers select activities related to assessment component items, which would enhance specificity of training.	Principal, Assistant Principal	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Direct and oversee student's participation in the following activities in order to prepare for the FITNESSGRAM. <ul style="list-style-type: none"> • Physical Fitness (one mile) • 20 curl ups in one minute • 10 push-ups in one minute • Body stretching for flexibility 	Principal, Assistant Principal, Physical Education Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	250

Research-Based Programs

FITNESSGRAM

Professional Development

FITNESSGRAM

Evaluation

The success of meeting this objective will be evidenced by a five percent increase in the number of students earning Silver and Gold awards on the 2007-2008 FITNESSGRAM as compared to 2006 - 2007 FITNESSGRAM.

Electives & Special Areas Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Electives & Special Areas Statement

To increase Media Center circulation and participation.

Needs Assessment

Based on our student's performance on the 2006-2007 FCAT, 54 percent of the students are reading below grade level in grades 3-5 and 39 percent did not make a year's worth of progress. Furthermore, 50 percent of the students scoring in the lowest 25 percent did not make annual learning gains. In mathematics, 56 percent of the 3rd - 5th grade students performed below grade level and 41 percent did not make a year's worth of progress. Furthermore, 32 percent of the students scoring in the lowest 25 percent did not make annual learning gains. According to the study Making the Grade: The Status of School Library Media Centers in the Sunshine State and How They Contribute to Student Achievement, school libraries with more hours of staffing have incrementally higher FCAT scores. According to the study, higher school library usage leads to higher FCAT scores. The school provides 3 hours a week of after school hours to check out books in our library.

Measurable Objective

Given instruction using the Sunshine State Standards, students and stakeholders will increase their utilization of the Media Center through the implementation of extended library hours as evidenced by a five percentage point increase in Media Center visitation logs during the 2007 – 2008 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Include visitations to the Media Center by the Before Care and After Care programs.	Principal, Assistant Principal, Media Specialist, Y.W.C.A. Director	8/20/2007	6/05/2008	Other/ Not Applicable	0
Encourage families to visit the Media Center during the extended hours.	Principal, Assistant Principal, Media Specialist, Community Involvement Specialist, Counselors	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Provide opportunities for students and parents to access educational web-based tutorials and software programs such as FCAT Explorer, SuccessMaker, Riverdeep, etc. during the extended library hours.	Principal, Assistant Principal, Media Specialist, Coaches, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	0
Purchase and make available print and non-print resources along with technology equipment that will appeal to and address the needs of students, parents, and community members.	Principal, Assistant Principal, Media Specialist	8/20/2007	6/05/2008	Other/ Not Applicable	1000
Prepare and distribute multi-lingual letters to students, parents, and community members advertising Media Center extended hours.	Principal, Assistant Principal, Media Specialist, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	100
Provide incentives to be given to students in each grade level for achieving the highest Accelerated Reader points and for reading the most library books.	Principal, Assistant Principal, Media Specialist, EESAC, Teachers	8/20/2007	6/05/2008	Other/ Not Applicable	1000

Research-Based Programs

Riverdeep
SuccessMaker
FCAT Explorer

Professional Development

Riverdeep
FCAT Explorer
Tumble Books
STAR
Early STAR Literacy
Accelerated Reader

Evaluation

Success of meeting the objective will be measured by a five percentage point increase in the number of patrons who visit the extended hours in the media center. Progress toward the objective will be monitored by reviewing the Media Center sign-in logs.

Return On Investment Goal

Alignment of Objective to the Florida Department of Education and the District Strategic Plan

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Miami-Dade County Public Schools

District Strategic Plan

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Return On Investment Statement

Brentwood Elementary School will rank at or above the 34th percentile statewide in the ROI Index of value and cost effectiveness of its programs.

Needs Assessment

The most recent data supplied from the FLDOE indicate that in 2004-2005, Brentwood Elementary School ranked at the 34th percentile on the State of Florida ROI Index.

Measurable Objective

Brentwood Elementary School will improve its ranking on the State of Florida ROI Index publication from the 34th percentile in 2006-2007 to the 35th percentile on the next publication of the Index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Review shared use of facilities.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Develop partnerships with community agencies.	Principal, Assistant Principal, Community Involvement Specialist, EESAC	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Analyze reconfiguration on existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0
Identify the lowest 25th percent of students early and provide additional assistance.	Principal, Assistant Principal	8/20/2007	6/05/2008	District-wide Literacy Plan	0

Research-Based Programs

Houghton Mifflin Core Reading Program
 Scotts Foresman/Addison Wesley Mathematics Series
 Scott Foresman Science Series
 Harcourt Horizons Social Studies Series
 Muy Bien ABC Book Publisher
 Share the Music MacMillan/McGraw-Hill
 Voyager Passport
 SuccessMaker

Professional Development

Data Analysis
 SuccessMaker
 Sunshine State Standards/Competency-Based Curriculum
 Creating Independence through Student-Owned Strategies (CRISS)
 Dynamic Indicators of Basic Early Literacy Skills (D.I.B.E.L.S.)
 Diagnostic Assessment for Reading (D.A.R.)
 S.T.A.R.
 Riverdeep
 Accelerated Reader
 5 Essential Elements of Reading
 Guided Reading
 Differentiated Instruction
 Quick Reads
 FCAT Writing+
 Holistic Scoring using 6 Point Rubric
 Parent Academy



School Improvement Plan 2007-2008



Evaluation

On the next State of Florida ROI Index publication, Brentwood Elementary School will show progress toward reaching the 35th percentile.

EESAC Compliance

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i>

Budget:

The EESAC recommended the purchase of additional personnel and instructional materials as needed and as the budget allows.

Training:

The EESAC recommended providing the necessary in-services in order to implement reading, writing, mathematics, and science strategies identified in the School Improvement Plan. The EESAC also recommended the continued support of teachers new to the school by resource personnel.

Instructional Materials:

The EESAC recommended the purchase of supplemental materials to facilitate instruction of District curriculum objectives. In addition, the EESAC recommended providing materials for student incentives to promote achievement on all standardized examinations.

Technology:

The EESAC recommended the provision of appropriate in-services to improve the usage of computers and other media to support instruction. The EESAC also recommended the use of technological software to enhance teacher's professional growth.

Staffing:

The EESAC supported the reduction of the student/teacher ratio via the hiring of resource personnel. This initiative would also support targeted students in need of additional tutorial programs.

Student Support Services:

The EESAC supported the organization of a mediation program and the District supported Character Education Program. This initiative will enhance the student's ability to comprehend and internalize quality character traits.

Other Matters of Resource Allocation:

Not Applicable

Benchmarking:

The EESAC recommended an Early Bird, after-school, and a Saturday Academy tutorial program based upon information obtained from research of similar educational institutions.

School Safety & Discipline:



School Improvement Plan 2007-2008



The EESAC recommended that a discipline committee be established and meet on a regular basis to monitor school safety and discipline.

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	52500
Mathematics	24000
Writing	13000
Science	24300
Parental Involvement	6000
Discipline & Safety	1200
Technology	1250
Health & Physical Fitness	250
Electives & Special Areas	3100
Return On Investment	0
Total	125600



School Improvement Plan 2007-2008



Date of Review: _____

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

Region Superintendent