
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 0461 - Brentwood Elementary School

FeederPattern: Miami Carol City Senior

Region: Regional Center I

District: 13 - Miami-Dade

Principal: Sharon Jackson

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Brentwood Elementary School

Brentwood Elementary School is a neighborhood school located in a predominantly African-American community of Miami Gardens which consists of low to middle income families. Its student population for the 2004-2005 school year consisted of approximately 958 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 91.5 percent African-American, 6.7 percent Hispanic, 0.6 percent American Indian, and 0.6 percent Multiracial. The number of students qualifying for free or reduced priced lunch averages about 92 percent each year. Brentwood Elementary has the support of twelve Dade Partners which assist with meeting the needs of the students and staff. In order to cultivate the changes necessary to advance high achievement while eliminating low performance, Brentwood Elementary School will institute an instructional program with a strong focus on literacy from Pre-kindergarten to fifth grade. Common instructional reading materials with demonstrated success will be employed at the school as well as supplemental materials and literacy intervention across grade levels. A structured curriculum will be delivered through instruction that is data driven. A strong emphasis will be placed on continuous assessment which monitors student achievement through a variety of assessments including weekly, monthly and quarterly assessments which will yield student performance data to be carefully analyzed and used to focus instruction accordingly. After assessing the relevant data, such as the Florida Comprehensive Assessment Test results, M-DCPS Comprehensive Reading Plan, School Demographic and Academic Profile, FCAT Writing results, School Improvement Plan 2004-2005, Brentwood Elementary School's Educational Excellence School Advisory Council (EESAC) has determined the following objectives as top priorities for the 2005-2006 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 60 percent of the students scoring a level 3 or above on the 2006 administration of the FCAT Reading Test.

Given instruction based in the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at or above a Level 3 on the 2006 administration of the FCAT Mathematics Test.

Given instruction based on the Sunshine State Standards, students in grade 4 will improve their writing skills as evidenced by 98 percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

Given instruction based on the Sunshine State Standards in Science, students in grade 5 at Brentwood Elementary School will improve their science knowledge as evidenced by an increase in the mean scale score to meet the District Mean Scale Score on the 2006 administration of the FCAT Science Test.

Given the need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage points gain above the 2004 – 2005 level of participation, as evidenced by the data attained from the 2005–2006 Annual Survey of Title I Parental Involvement.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5 percent decrease in the number of teacher written Student Case Management forms written during the 2005 - 2006 school year.

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign-in logs.

Based on the recommendations of the Florida Department of Education, students will improve their fitness as evidenced by 5 percent increase in the number of students passing the 2005-2006 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 10 percent increase in Media Center visitations during the 2005 – 2006 school year.

Brentwood Elementary School will improve its ranking on the State of Florida ROI index publication from the 30th percentile in 2003 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 that Category 7- Business Results with a score of 3.5 is the area that needs strengthening. In addition, Category 6-Process Management with a score of 3.8 will also be targeted. To address these priorities, Brentwood Elementary will continuously survey staff to gain their insight and input as it relates to the curriculum and school procedures. In addition, Brentwood will provide professional development based on current, effective research that targets how successful staff is able to measure, analyze, and evaluate student achievement and effective teaching.

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.

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

Brentwood Elementary School is a neighborhood school located in a predominantly African-American community. Its student population for the 2004-2005 school year consisted of approximately 958 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 91.5 percent African-American, 6.7 percent Hispanic, 0.6 percent American Indian, and 0.6 percent Multiracial. The number of students qualifying for free or reduced priced lunch averages about 92 percent each year. Our exceptional student population constitutes 11.8 percent of the enrollment. Limited English Proficiency students constitute 4.5 percent of the enrollment. The average daily attendance for the school is 95 percent.

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 2005-2006 school year. Additionally, specialty programs are provided including an Exceptional Student 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 Resource Program that benefits students through enrichment instruction. These programs will focus on improving the educational achievement of all students.

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 Access Center 1. Our Community Involvement Specialist strives to meet the needs of both students and parents from our school area. Access Center 1 provides us with a school psychologist and a staffing specialist to meet the needs of all of our students. Finally, we house three Title I Pre-Kindergarten classes for four year olds who live in our attendance area.

Two administrators, a principal and an assistant principal, serve as the instructional leaders of the school. There are forty-two certified classroom teachers, one ESE teacher, one gifted teacher, two elementary guidance counselors, one speech therapist, one social worker, one Media Specialist, ten special area teachers, two reading coaches, eight full-time paraprofessionals and one community involvement specialist at the school. Brentwood also has one National Board Certified teacher. The 2004-2005 school profile identified 32.7 percent of the teachers having Master's degrees, 5.8 percent having 0.05 percent Specialist degrees, and 0.01 percent having a Doctorate degree. The ethnic make-up of staff is 7 percent White Non-Hispanic, 60 percent Black Non-Hispanic, 18 percent Hispanic and less than 1 percent Other. The gender breakdown of the staff is 15 percent male and 73 percent female. The student-teacher ratios are at state level requirements as evidenced by data reported on the District and School Profile Report.

The Florida Department of Education has graded Brentwood as a "C" school for the second year in a row. In 2004-2005, Adequate Yearly Progress was met. An increase in the percent of students making high standards in reading and in math was noted, however, the gain was not enough to impact the overall school grade. The gains made, according to data culled from the Florida Department of Education Accountability Report were as follows: Fifty-nine percent of the students in grades three through five made learning gains in reading comprehension skills. Sixty-nine percent made learning gains in mathematics. Ninety-seven percent of the students met the state requirement in writing.

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. 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 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 itself offers tutorial services daily through an after-school program sponsored by FCAA (Family Christian Association of America). Our Academic Excellence program provides challenges to selected children in a three day a week, after-school setting. We also offer Early-Bird, after-school and Saturday tutorials to our Level 1 and Level 2 students. Our teachers sponsor activities such as Future Teachers, Safety Patrols, Dance, Youth Crime Watch, K.A.P.O.W., 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.

School Foundation

Leadership:

The Leadership at Brentwood Elementary School was rated 4.3 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 4.1 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.S.A.

Faculty & Staff:

Brentwood Elementary School has a staff enrollment of 84 full-time employees and 23 part-time employees. It is also comprised of 18 males and 89 females. The ethnicity of the staff is broken down as follows: 10 White, 73 Black, 22 Hispanic, and 2 Other. Brentwood has two administrators, 60 instructional staff members, 9 clerical employees, 8 custodial staff members, and 28 paraprofessionals and cafeteria employees. Thirty-three staff members have been employed at Brentwood more than 10 years, 27 staff members have been at Brentwood between 4-10 years, 29 employees have been at Brentwood between 1-3 years, and 18 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 Buddy 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 Coaches will be assigned to provide model lessons, discipline guides, and teaching techniques and strategies. All new teachers are trained in the use of the District e-mail, the school's reading plan, and the methods utilized to identify low performing students. Furthermore, the reading 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 enables 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 4.3 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:

Extended Learning Opportunities: Brentwood Elementary School will offer a wide array of additional learning opportunities for students. Throughout the year, from approximately October through April, our school will be providing before/after school tutorial for targeted students. The tutorial sessions will take place Tuesday and Thursday for a 90 minute block. During the school day, tutorial programs will include Read180 for Students with Disabilities, FCAT Explorer and Riverdeep for Limited English Proficient students as well as additional targeted students. The Media Center will provide extended hours after school. To enrich students, an Academic Excellence Program will be conducted after school. The Saturday Academy is a tutorial service for students in grades 3 - 5 who fall into the lowest 25th percentile and it is offered to all of the other students in those grades as well. Fourth grade students are offered Early-Bird tutoring to prepare for FCAT Writing. The Voyager Passport Program will be used for retained third graders for an additional 60 minutes daily.

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-Check-Act as a school-wide improvement tool. This process is comprised of an 8-step scientifically-based research program that assesses students on a regular basis for enrichment and remediation. These steps include: test scores, desegregation 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. Ongoing assessment of student performance will be closely monitored so that instructional practices may be revised to meet the individual needs of students.

Performance Results:

Brentwood Elementary School has identified several issues impacting our performance results. Among these are: The Open Pod structure, Student Mobility, attendance, and staff new to the school. The Student Mobility index is 34 percent, staff employed less than a year at Brentwood is 17 percent, and the attendance average is 95 percent.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 1 STATEMENT:

Students at Brentwood Elementary School will continue improving their reading skills as measured by the FCAT until 2013, when 100 percent of students will be proficient readers.

Needs Assessment

Stakeholders analyzed the 2005 test data to determine the areas of need. Scores on the 2005 FCAT Reading Test indicate that 55 percent of students reached the state required mastery level, 59 percent made learning gains, and 46 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 to increase student achievement in the lowest 25 percentile by a minimum of 4 percent. Further analysis across grade levels shows evidence that students will need to increase skills in words and phrases and main idea/author's purpose. The results of the 2005 third and fifth grade FCAT scores indicate that increased instruction in the content clusters words/phrases and main idea/author's purpose is paramount. The words and phrases and reference and research content clusters are indicated as the areas in the greatest need of improvement in grade 4. This year's concentrated instructional effort in these areas will result in an increase in student achievement. According to the Florida Department of Education AYP report, all subgroups did meet adequate yearly progress (AYP).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 60 percent of the students scoring a level 3 or above on the 2006 administration of the FCAT Reading Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal, Assistant Principal, Reading Coaches, Teachers	8/8/2005	5/26/2006
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 and school-wide assessments that will enable teachers to match instruction to assessment.	Principal, Assistant Principal, Reading Coaches	08/08/2005	05/26/2006
Implement the Comprehensive Research-based Reading Plan (CRRP) with an intensive focus on guided reading and provide an uninterrupted daily 120-minute block of reading instruction for students in Kindergarten through fifth grade. 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	8/8/2005	5/26/2006
Integrate CRISS strategies during content area reading.	Principal, Assistant Principal, Reading Coaches, Teachers	8/8/2005	5/26/2006
Utilize computer-assisted programs in reading including Accelerated Reader (AR), S.T.A.R., Riverdeep, FCAT Simulation, FCAT Explorer, BrainPop, and LeapTrack to improve reading comprehension.	Principal, Reading Coaches, Teachers	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
Implement an After School Tutorial Program twice a week for Level I and II students as well as the lowest 25 percent in Grades 3-5 and evaluate progress through teacher made pre and posttests.	Principal, Reading Coaches, Teachers, Media Specialist	10/27/2005	2/16/2006
Implement a Saturday Academy Tutorial Program for Level I and II students as well as the lowest 25	Principal, Reading Coaches, Teachers	10/27/2005	2/18/2006

percent of students in Grades 3-5 and evaluate progress through teacher made pre and posttests.			
Implement a Saturday Academy Tutorial Program for high risk students in 2nd grade and evaluate progress through teacher made pre and posttests.	Principal, Reading Coaches, Teachers	04/01/2006	05/20/2006

Research-Based Programs

Houghton Mifflin Reading Program
 Voyager Passport
 Continuous Improvement Model
 Read180
 Soar to Success
 Early Success

Professional Development

Disaggregating and Analyzing Data
 Continuous Improvement Model (CIM)
 Student Performance Indicators (SPI)
 Comprehensive Research-based Reading Plan (CRRP)
 Voyager Passport
 Early Success
 Soar to Success
 Creating Independence through Student-Owned Strategies (CRISS)
 FCAT Explorer
 FCAT Simulation
 Riverdeep
 Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
 STAR and STAR Early Literacy
 Accelerated Reader
 Diagnostic Assessment of Reading (DAR)

Evaluation

The success of meeting the objectives will be measured by the scores on the 2006 administration of the FCAT Reading Test. Progress toward objectives will be monitored by district assessments, interim assessments, and by school developed and cumulative benchmark assessments.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 2 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 47 percent of the students tested achieved high standards in mathematics. The required level of performance was not achieved. The 2005 school performance in mathematics will need to show increased gains in the percent of students achieving high gains by 3 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 number sense and algebraic thinking. The results of the 2005 FCAT indicate that increased instruction in these strands is paramount. In addition to algebraic thinking and number sense, in grade 3, the measurement strand is indicated as the area in greatest need of improvement. In grade 4, data analysis is in need of improvement. The measurement 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 met adequate yearly progress (AYP).

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measurable Objective

Given instruction based in the Sunshine State Standards, students in grades 3-5 will improve their mathematics skills as evidenced by a minimum of 50% of students scoring at or above a Level 3 on the 2006 administration of the FCAT Mathematics Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Utilize the Region I Curriculum Support Specialist 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, Teachers	8/8/2005	5/26/2006
Administer a diagnostic pre and post test, monthly cumulative assessments and bi-weekly benchmark assessments in mathematics which are aligned to the Sunshine State Standards tested benchmarks.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Implement FCAT Simulation computer program to reinforce mathematics in Grades 3, 4, and 5.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
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, Teachers	8/8/2005	5/26/2006
Implement Riverdeep and FCAT Explorer technology programs for students scoring at Achievement Levels 1 and 2 on the 2005 FCAT administration.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Instruct the concepts of Number Sense and Algebraic Thinking strands and instruct the remaining content strands of Measurement, Geometry, and Data Analysis and Probability according to the District Scope and Sequence.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Implement an After School Tutorial twice a week for Level I and II students in Grades 3-5 and evaluate progress through teacher made pre and posttests..	Principal, Teachers	10/27/2005	02/16/2006
Implement a Saturday Academy Tutorial Program for Level I and II students in Grades 3-5 and evaluate progress through teacher made pre and posttests.	Principal, Teachers	10/29/2005	02/18/2006

Implement a Saturday Academy Tutorial Program for at risk students in 2nd grade and evaluate progress through teacher made pre and posttests.	Principal, Teachers	04/01/2006	05/20/2006
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Research-Based Programs

Scott Foresman Mathematics Program
 Riverdeep
 Continuous Improvement Model

Professional Development

Scott Foresman Mathematics Program
 Best Practices
 Riverdeep
 Continuous Improvement Model

Evaluation

Fifty percent of the students in grades 3-5 will scores at or above Level 3 on the 2006 administration of the FCAT Mathematics Test. Formative benchmark assessments and monthly cumulative assessments will be administered by the teacher. Generated data will be scored by the data management system to redirect classroom instruction and create flexible tutorials.

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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"/>

GOAL 3 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 2005, scores on the 2005 FCAT Writing Test revealed that 3 percent of the fourth grade students have not scored at the state mastery level. Scores on the 2005 FCAT Writing Test did indicate that 97 percent of grade four students scored at the state mastery level.

NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 98 percent of the students achieving high standards on the 2006 administration of the FCAT Writing.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Implement the Continuous Improvement Model utilizing the eight-step process.	Principal, Assistant Principal, Reading Coaches, Teachers	8/8/2005	5/26/2006
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Principal, Assistant Principal, Reading Coaches, Teachers	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
Utilize the Readers/Writers Workshop from the Houghton Mifflin Series.	Principal, Assistant Principal, Reading Coaches, Teachers	8/8/2005	5/26/2006
Implement an Early-Bird 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	10/27/2005	01/26/2006

Research-Based Programs

Continuous Improvement Model
Houghton Mifflin Reading Program

Professional Development

The Writing Process

Holistic Scoring

Conventions of Writing

Conferencing Techniques

Scoring using the 6 point Rubric

Evaluation

Monthly and quarterly testing using District and in-house writing prompts will provide formative assessment that will be used to monitor on-going progress toward the objective. Achievement of the objective will be accomplished when students demonstrate increased proficiency in writing skills as evidenced by 98 percent of the students reaching the state required mastery level or above as documented by the 2006 FCAT Writing.

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

District Strategic Plan

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

GOAL 4 STATEMENT:

The fifth grade students at Brentwood Elementary School will increase science performance as measured by the FCAT Science test to meet the State Mean Scale Score.

Needs Assessment

The results of the Grade 5 FCAT Science test administration indicate that the fifth grade students had a mean scale score of 258. This mean score was below the District and the State mean score. The content cluster comparative data results indicate that all clusters need to be increased 8 percent or more to achieve the District and State average. The greatest area of need (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 based on the Sunshine State Standards in Science, students in grade 5 at Brentwood Elementary School will improve their science knowledge as evidenced by an increase in the mean scale score to meet the District Mean Scale Score on the 2006 administration of the FCAT Science Test.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Infuse BrainPop Science technology into the instruction delivery of the research-based program.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
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, Teachers	8/8/2005	5/26/2006
Infuse the science curriculum within the areas of mathematics and reading.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Implement a school-wide Science Fair.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Incorporate (CRISS) Creating Independence through Student-owned Strategies in Science.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Utilize the McGraw-Hill research based Science program. Teachers will implement the District's Scope and Sequence plans for elementary schools.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
Provide interventions in small group settings to include BrainPop, Hands-on Inquiry based Science, and multi-media presentations.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006

Research-Based Programs

Continuous Improvement Model
Houghton Mifflin Series
McGraw-Hill Series

Professional Development

FOSS Workshop

Elementary Hands-on Mathematics/Science

CRISS) Creating Independence through Student-owned Strategies Training

Science Inquiry Workshop

Evaluation

Scores on the 2006 administration of the FCAT Science Test will show an increase to meet or exceed the District Mean Scale score.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 5 STATEMENT:

Increase communication and parental involvement at Brentwood Elementary School.

Needs Assessment

The data reflected on the 2004 - 2005 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 need to establish a link with the home and community to support the efforts of improving the academic achievement of students, parental and community involvement will reflect a 5 percentage points gain above the 2004 – 2005 level of participation, as evidenced by the data attained from the 2005–2006 Annual Survey of Title I Parental Involvement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Plan and deliver a variety of activities for parents to include workshops that will empower them with skills to assist students in grades K-5 in Reading, Mathematics, Science, and Home Learning assignments. Activities will include Family Literacy Nights; Parent Outreach Second Cup of Coffee (monthly); and participation in THE PARENT ACADEMY.	Principal, Assistant Principal, Community Involvement Specialist, Reading Coaches, Counselors, Teachers	8/8/2005	5/26/2006
Provide informational workshops through the school and THE PARENT ACADEMY to empower parents with the knowledge base to improve their parenting skills, their understanding of child-related health issues, direct their own personal educational growth and the use of technology.	Principal, Assistant Principal, Community Involvement Specialist, Reading Coaches, Counselors, Teachers	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
Maintain an on-going line of communication (in student's home language) between the home and the school through the use of student progress reports, report cards, letters, flyers, school newsletters, parent/teacher conferences, and home visits.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/8/2005	5/26/2006
Include parent's active participation in decision-making groups such as the PTA and School Advisory Council.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, EESAC, Teachers	8/8/2005	5/26/2006
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	Principal, Assistant Principal, Community Involvement Specialist, Counselors, EESAC, Teachers	8/8/2005	5/26/2006

additional opportunities for parental involvement.			
Promote parent's active participation in THE PARENT ACADEMY.	Principal, Assistant Principal, Community Involvement Specialist, Counselors	8/8/2005	5/26/2006
Monitor the participation of parents and community based organizations by maintaining the use of sign-in sheets, logs of attendance and a delivery of service.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Reading Coaches, EESAC, Teachers	8/8/2005	5/26/2006
Update the school website to enable parents to access available technology-based programs and other pertinent school information.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006

Research-Based Programs

Just Read Families! "Getting Started"

Families Building Better Readers

P.T.A.

Continuous Improvement Model

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 percent increase above the 2004 - 2005 level of participation, as reflected in the data attained from 2005 – 2006 Annual Survey of Title I Parental Involvement.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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"/>

GOAL 6 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 report of Student Case management. This 2004-2005 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 an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 5 percent decrease in the number of teacher written Student Case Management forms written during the 2005 - 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Work with students to control inappropriate behaviors, through implementation of progress reports and behavior modification plans.	Principal, Assistant Principal, Psychologist, Counselors, Teachers	8/8/2005	5/26/2006
Provide workshops with parents on parenting and alternative discipline strategies.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/8/2005	5/26/2006
Form a committee with our stakeholders, in order to create a school-wide discipline plan.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/8/2005	5/26/2006
Meet with students in small groups to resolve conflicts and teach respect of self and others.	Principal, Assistant Principal, Counselors, Teachers	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
Coordinate student participation in the Youth Crime Watch, Do the Right Thing, and K.A.P.O.W. programs.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/8/2005	5/26/2006

Research-Based Programs

Continuous Improvement Model
 Character Education Program
 K.A.P.O.W.

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 5 percent decrease in the number of teacher written Student Case Management forms written during the 2005 - 2006 school year.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

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

Needs Assessment

During the 2004-2005 school year, there was a ratio of 1:9 working computers to students. Teachers will need enhanced skills in the use of available technology to drive instruction as well as to evaluate data.

As per the 2004 STaR School Profile, Professional Development in Technology was a Stage 3 Advanced with a 3.0. In order to reach the target range of 4.0, additional professional development is needed. Technology Planning is our weakest area with a rating of 0. As a result, our priority will be to include all stakeholders in Technology Planning.

Measurable Objective

Given an emphasis on the use of educational technology, all teachers will attend a minimum of four workshops on the use of technology during the 2005-2006 school year as documented by the sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Provide professional development in an effort to increase and improve student achievement, delivery of instruction, and technological awareness.	Principal, Reading Coaches, Technology Mentor, Teachers, Media Specialist	8/8/2005	5/26/2006
Infuse the student-based programs into the curriculum, giving students opportunities to utilize technology.	Principal, Teachers	8/8/2005	5/26/2006
Utilize technology to retrieve, evaluate, and align test data to drive instruction.	Principal, Teachers	8/8/2005	5/26/2006
Employ skills that foster higher level thinking to produce various projects electronically.	Principal, Teachers	8/8/2005	5/26/2006
Utilize technology in direct instruction.	Principal, Teachers	8/8/2005	5/26/2006
Participate in the Technology Leadership Program.	Principal, Technology Mentor, Teachers	8/8/2005	5/26/2006

Research-Based Programs

Read180

Riverdeep

Voyager Passport

Professional Development

Edusoft

PowerPoint

Electronic Grade Book

Microsoft Word and Excel

FCAT Explorer

Riverdeep

FCAT Simulation

BrainPop

Kidspiration/Inspiration

FrontPage Web Design

TV Viewers

Computer Projectors

Evaluation

This objective will be evaluated as evidenced by teachers attending a minimum of four technology workshops. Progress will be monitored by teachers' participation, sign-in logs and teacher/student artifacts.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 STATEMENT:

Students at Brentwood Elementary will improve Student Health and Physical Fitness.

Needs Assessment

Based on the results of the 2004-2005 Physical Fitness Test, 32% of all 4th grade and 5th grade students achieved medal status. These results indicate a need for 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 5 percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Support activities that promote physical fitness, health, nutrition, and personal hygiene during health and recess education.	Principal, Assistant Principal, Teachers	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
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	8/8/2005	5/26/2006
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Principal, Assistant Principal, Physical Education Teachers	8/8/2005	5/26/2006
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Principal, Assistant Principal, Physical Education Teachers	8/8/2005	5/26/2006

Research-Based Programs

FITNESSGRAM

Continous Improvement Model

Professional Development

FITNESSGRAM

Evaluation

The succes of meeting this objective will be evidenced by a 5 percent increase in the number of students passing the 2005-2006 FITNESSGRAM.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

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

GOAL 9 STATEMENT:

To increase Media Center circulation and participation.

Needs Assessment

Based on our student's performance on the 2004-2005 FCAT, 45 percent of the students are reading below grade level in grades 3-5 and 41 percent did not make a year's worth of progress. Furthermore, 54 percent of the students scoring in the lowest 25 percent did not make annual learning gains. In math, 53 percent of the 3rd - 5th grade students performed below grade level. 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.

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 10 percent increase in Media Center visitations during the 2005 – 2006 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
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	8/8/2005	5/26/2006
Prepare and distribute Multi-lingual letters to students, parents, and community members advertising Media Center extended hours.	Principal, Assistant Principal, Media Specialist, Teachers	8/8/2005	5/26/2006
Include visitations to the Media Center by the Before Care and After Care programs.	Principal, Assistant Principal, Media Specialist, F.C.A.A. Director	8/8/2005	5/26/2006
Provide opportunities for students and parents to access educational web-based tutorials and software programs such as FCAT Explorer, FCAT Simulation, Riverdeep, etc... during the extended library hours.	Principal, Assistant Principal, Media Specialist, Reading Coaches, Teachers	8/8/2005	5/26/2006
Encourage families to visit the Media Center during the extended hours.	Principal, Assistant Principal, Media Specialist, Community Involvement Specialist, Counselors	8/8/2005	5/26/2006
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, Dade Partners, Teachers	8/8/2005	5/26/2006

Research-Based Programs

Riverdeep

Professional Development

Riverdeep

FCAT Explorer

Tumble Books

STAR

Accelerated Reader

Evaluation

Success of meeting the objectives will be measured by a 10 percent increase in the number of patrons that visit the extended hours of the media center. Progress toward the objective will be monitored by reviewing the Media Center sign-in logs.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 10 STATEMENT:

Brentwood Elementary School will rank at or above the 90th 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 2003, Brentwood Elementary School ranked at the 30th 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 30th percentile in 2003 to the 35th percentile on the next publication of the index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE	
		START	END
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/8/2005	5/26/2006
Analyze reconfiguration on existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/8/2005	5/26/2006
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/8/2005	5/26/2006
Review shared use of facilities.	Principal, Assistant Principal	8/8/2005	5/26/2006
Develop partnerships with community agencies.	Principal, Assistant Principal, Community Involvement Specialist, EESAC	8/8/2005	5/26/2005

Research-Based Programs

Houghton Mifflin Core Reading Program

Scotts Foresman/Addison Wesley Mathematics Series

McGraw Hill Science Series

Harcourt Horizons Social Studies Series

Muy Bien ABC Book Publisher

Share the Music MacMillan/McGraw-Hill

Professional Development

Data Analysis

FCAT Simulation

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

Technology Mentor Program

5 Essential Elements of Reading

Guided Reading

Differentiated Instruction

Quick Reads

FCAT Writing Plus

Holistic Scoring using 6 Point Rubric

Parent Academy

K.A.P.O.W.

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"/>	<p><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></p>

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 School tutorial program based upon information obtained from research of similar educational institutions.

School Safety & Discipline:

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

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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