
SCHOOL IMPROVEMENT PLAN

2006-2007



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 2006-2007 school year consists of approximately 998 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 91.8 percent African-American, 6.6 percent Hispanic, 0.6 percent American Indian, 0.6 percent Multiracial, and 0.4 percent White. The number of students qualifying for free or reduced priced lunch averages about 88.9 percent each year. Brentwood Elementary has the support of fifteen 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, School Demographic and Academic Profile, and the School Improvement Plan 2005-2006, Brentwood Elementary School's Educational Excellence School Advisory Council (EESAC) has determined the following objectives as top priorities for the 2006-2007 school year.

Given instruction using the Sunshine State Standards, students in grades three through five will improve their reading skills as evidenced by 54 percent of the students scoring at or above a Level 3 on the 2007 administration of the FCAT Reading Assessment.

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 56 percent of students scoring at or above a Level 3 on the 2007 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 56 percent of students scoring at or above a Level 3 on the 2007 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 56 percent of students scoring at or above a Level 3 on the 2007 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 2007 administration of the FCAT Writing Plus Assessment.

Given instruction using the Sunshine State Standards, students in grade five will improve their science skills as evidenced by 37 percent of the students scoring at or above a Level 3 on the 2007 administration of the FCAT Science Assessment.

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 point gain above the 2005 – 2006 level of participation, as evidenced by the data attained from the 2006–2007 Annual Survey of Title I Parental Involvement.

Given the Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of teacher written Student Case Management forms written during the 2006 - 2007 school year as compared to 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, teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 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 an increase of five percent in the number of students getting Silver and Gold awards on the 2006-2007 FITNESSGRAM as compared to 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 five percent increase in Media Center visitation logs during the 2006 – 2007 school year.

Brentwood Elementary School will improve its ranking on the State of Florida ROI Index publication from the 34th percentile in 2004-2005 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: Human Resource Focus and Business Results. 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.

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 2006-2007 school year consists of approximately 998 students in Pre-Kindergarten through grade five, with an ethnic breakdown of 91.8 percent African-American, 6.6 percent Hispanic, 0.6 percent American Indian, 0.6 percent Multiracial, and 0.4 White. The number of students qualifying for free or reduced priced lunch averages about 88.9 percent each year. Our exceptional student population constitutes 7.6 percent of the enrollment. Limited English Proficiency students constitute 4.6 percent of the enrollment. The average daily attendance for the school is 98 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 2006-2007 school year. Additionally, specialty 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 Resource Program. 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 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. Finally, we house three Title I Pre-Kindergarten classes for four year olds who live in our attendance area.

Brentwood has two school-based administrators serving as the instructional leaders of the school. There are eighty-six staff members, Sixty-two are instructional staff members, which includes one Special Education teacher, one teacher of the gifted, two elementary guidance counselors, one speech therapist, one social worker, two Reading coaches, nine special area teachers, nine full-time paraprofessionals and one Community Involvement Specialist at the school. Brentwood also has one National Board Certified teacher. The 2005-2006 school profile identified 32.7 percent of the teachers having Master's degrees, 3.6 percent having a Specialist's degree, and 0.01 percent having a Doctorate degree. The ethnic make-up of staff is 12 percent White Non-Hispanic, 64 percent Black Non-Hispanic, 23 percent Hispanic and less than 1 percent Other. The gender breakdown of the staff is 19 percent male and 81 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 third year in a row. In 2005-2006, Adequate Yearly Progress was not met. An increase in the percent of students in the lowest 25 percent in reading 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 the lowest 25 percent in reading made learning gains.

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, 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. 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 I 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 4.0 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 3.9 which indicates that its employees are active in the development of school goals and objectives.

Stakeholder Engagement:

Brentwood Elementary has rated Stakeholder Engagement a 4.0 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 86 full-time employees and 23 part-time employees. It is also comprised of 19 males and 90 females. The ethnicity of the staff is broken down as follows: 10 White, 75 Black, 23 Hispanic, and 1 Other. Brentwood has two administrators, 62 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 20 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 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 4.1 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 May, our school will be providing before/after school tutorial for targeted students. The tutorial sessions will take place Monday, Tuesday, and Thursday for a 2 hour block. During the school day, tutorial programs will include Read 180 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 and low-performing Kindergarten students for an additional 30 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-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:

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 98 percent. In addition, based on the results of the Organizational Performance Improvement Snapshot, Brentwood Elementary School recognizes the following two categories with the lowest rankings: Human Resource Focus and Business Results. 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.

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 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 type="checkbox"/>	<input 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 to develop proficient readers.

Needs Assessment

Stakeholders analyzed the 2006 test data to determine the areas of need. Scores on the 2006 FCAT Reading Test indicate that 53 percent of students reached the state required mastery level, 51 percent made learning gains, and 59 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. Further analysis across grade levels shows evidence that students will need to increase skills in reference and research in grades 3 and 4. The results of the 2006 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 54 percent of the students scoring at or above a Level 3 on the 2007 administration of the FCAT Reading Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Integrate CRISS strategies during content area reading.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Implement the Continuous Improvement Model (CIM) utilizing the eight-step process.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$2000.00
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	8/14/2006	5/30/2007	Mentoring Opportunities	\$3000.00
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 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	8/14/2006	5/30/2007	District-wide literacy plan	\$500.00

Implement an After School Tutorial Program three times a week for all identified students with an emphasis on Level I and 2 students as well as the lowest 25 percent in Grades 1-5 and evaluate progress through benchmark testing.	Principal, Reading Coaches, Teachers, Media Specialist	10/9/2006	5/17/2007	Continuous Improvement Model	\$10000.00
Implement a Saturday Academy Tutorial Program for high risk students in 2nd grade and evaluate progress through benchmark testing.	Principal, Reading Coaches, Teachers	4/14/2007	5/19/2007	Continuous Improvement Model	\$2000.00
Implement a Saturday Academy Tutorial Program for selected students in Grades 3-5 and evaluate progress through benchmark test.	Principal, Reading Coaches, Teachers	10/14/2006	5/12/2007	Continuous Improvement Model	\$5000.00

Research-Based Programs

Houghton Mifflin Reading Program

Voyager Passport

Continuous Improvement Model

Read180

Soar to Success

Early Success

Professional Development

Continuous Improvement Model (CIM)

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

1. This summative evaluation for this objective will be evidenced by the scores on the 2007 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.

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 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 type="checkbox"/>	<input 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 46 percent of the students tested achieved high standards in mathematics. The required level of performance was not achieved. The 2007 school performance in mathematics will need to show increased gains in the percent of students achieving high gains by 10 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 2006 FCAT indicate that increased instruction in these strands is paramount. In addition to algebraic thinking and measurement, in grade 3, the geometry strand is indicated as the area in greatest need of improvement. In grade 4, number sense is in need of improvement. The number sense 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	LEVEL I	LOWEST 25%	OTHER	GRADUATIO N RATE
<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"/>	<input type="checkbox"/>	<input 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 56 percent of students scoring at or above a Level 3 on the 2007 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 56 percent of students scoring at or above a Level 3 on the 2007 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 56 percent of students scoring at or above a Level 3 on the 2007 administration of the FCAT Mathematics Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer a benchmark pre 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, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement FCAT Simulation computer program to reinforce mathematics in Grades 3, 4, and 5.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement Riverdeep and FCAT Explorer technology programs for students.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize Regional 1 Curriculum Support Specialists to employ the coaching model (planning with teachers, demonstrating strategies, practice, and provide feedback to	District and Regional Support Educational Specialists, Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

support the core mathematics program).					
Adhere to the District Pacing Guide and the basal Mathematics program.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Implement a Saturday Academy Tutorial Program for at risk students in 2nd grade and evaluate progress through benchmark pre and posttests.	Principal, Teachers	4/14/2007	05/12/2007	Continuous Improvement Model	\$2000.00
Implement an After School Tutorial 3 times a week for selected students in grades 1-5 with an emphasis on Level I and II students in Grades 3-5 and and evaluate progress through benchmark made pre and posttests.	Principal, Teachers	10/9/2006	5/17/2007	Continuous Improvement Model	\$10000.00
Implement a Saturday Academy Tutorial Program for selected students and Level I and II students in Grades 3-5 and evaluate progress through benchmark pre and posttests.	Principal, Teachers	10/14/2006	5/12/2007	Continuous Improvement Model	\$5000.00

Research-Based Programs

Continuous Improvement Model
 Scott Foresman Mathematics Program
 Riverdeep

Professional Development

Continuous Improvement Model
 Scott Foresman Mathematics Program
 Best Practices
 Riverdeep

Evaluation

1. This summative evaluation for this objective will be evidenced by the scores on the 2007 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.

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 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 type="checkbox"/>	<input type="checkbox"/>	<input 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 2006, scores on the 2006 FCAT Writing Test revealed that 16 percent of the fourth grade students have not scored at the state mastery level. Scores on the 2006 FCAT Writing Test did indicate that 84 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 85 percent of the students achieving high standards on the 2007 administration of the FCAT Writing Plus Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Incorporate writing throughout all content areas including strategies specific to each subgroup.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Utilize the Readers/Writers Workshop from the Houghton Mifflin Series.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	10/24/2006	1/30/2007	Continuous Improvement Model	\$2000.00
Implement the Continuous Improvement Model utilizing the eight-step process.	Principal, Assistant Principal, Reading Coaches, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00

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

1. This summative evaluation for this objective will be evidenced by the scores on the 2007 administration of the FCAT Writing Plus Assessment.
2. Monthly writing prompts as well as District pre and posstest 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 85 percent of the students reaching the state required mastery level or above as documented by the 2007 FCAT Writing Plus Assessment.

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

GOAL 4 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 FCAT Science test administration indicate that 10.96 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 (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 37 percent of the students scoring at or above a Level 3 on the 2007 administration of the FCAT Science Assessment.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	School-to-Career	\$0.00
Incorporate (CRISS) Creating Independence through Student-owned Strategies in Science.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize the McGraw-Hill research based Science program. Teachers will implement the District's Pacing Guide for elementary schools.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide interventions in small group settings to include BrainPop, Hands-on Inquiry based Science, and multi-media presentations.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Infuse the science curriculum within the areas of mathematics reading, and writing.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide District Curriculum Support Specialist to assist teachers with Professional Development in Science.	Principal, Assistant Principal, Teachers, Curriculum Support Specialist	9/13/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a school-wide Science Fair.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$300.00
Infuse BrainPop Science technology into the instruction delivery of the research-based program.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$900.00

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

Inquiry in Action

Evaluation

1. This summative evaluation for this objective will be evidenced by the scores on the 2007 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.

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

GOAL 5 STATEMENT:

Increase communication and parental involvement at Brentwood Elementary School.

Needs Assessment

The data reflected on the 2005 - 2006 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 point gain above the 2005 – 2006 level of participation, as evidenced by the data attained from the 2006–2007 Annual Survey of Title I Parental Involvement.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
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, EESAC, Teachers	8/8/2005	5/26/2006	District Strategic Plan	\$0.00
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	Community Partnerships	\$0.00
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	Continuous Improvement Model	\$0.00
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	Principal, Assistant Principal, Community Involvement Specialist, Reading Coaches, Counselors, Teachers	8/8/2005	5/26/2006	District Strategic Plan	\$350.00

PARENT ACADEMY.					
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	District Strategic Plan	\$500.00
Provide an Adult Literacy Education Program.	Principal, Assistant Principal, Program Instructor(s)	10/9/2006	5/21/2007	District-wide literacy plan	\$0.00

Research-Based Programs

Just Read Families!
 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 2005 - 2006 level of participation, as reflected in the data attained from the 2006 – 2007 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

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 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 2005-2006 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 Code of Student Conduct and an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a five percent decrease in the number of teacher written Student Case Management forms written during the 2006 - 2007 school year as compared to 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		ALIGNMENT	BUDGET
		START	END		
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	District Strategic Plan	\$0.00
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	District Strategic Plan	\$0.00
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	Community Partnerships	\$0.00
Form a committee with our stakeholders in order to create a school-wide discipline plan.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide workshops with parents on parenting and alternative discipline strategies.	Principal, Assistant Principal, Community Involvement Specialist, Counselors, Teachers	8/8/2005	5/26/2006	District Strategic Plan	\$200.00
Work with students to control inappropriate behaviors, through implementation of progress reports and behavior modification plans.	Principal, Assistant Principal, Psychologist, Counselors, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$1000.00

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 five percent decrease in the number of teacher written Student Case Management forms written during the 2006 - 2007 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.)

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

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"/>

GOAL 7 STATEMENT:

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

Needs Assessment

During the 2005-2006 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 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, teachers will attend a minimum of four workshops on the use of technology during the 2006-2007 school year as documented by the sign-in logs.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Infuse the student-based programs into the curriculum, giving students opportunities to utilize technology.	Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Employ skills that foster higher level thinking to produce various projects electronically.	Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize technology to retrieve, evaluate, and align test data to drive instruction.	Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
Utilize technology in direct instruction.	Principal, Teachers	8/14/2006	5/30/2007	Continuous Improvement Model	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$250.00

Research-Based Programs

Read180
Riverdeep

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
Student Performance Indicators

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.)

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

GOAL 8 STATEMENT:

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

Needs Assessment

Based on the results of the 2004-2005 Physical Fitness Test, 55% 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 an increase of five percent in the number of students getting Silver and Gold awards on the 2006-2007 FITNESSGRAM as compared to the 2005 -2006 FITNESSGRAM.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Support activities that promote physical fitness, health, nutrition, and personal hygiene during health and recess education.	Principal, Assistant Principal, Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in food and nutrition to raise health consciousness.	Principal, Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide activities that promote the attainment of knowledge in hygiene and cleanliness to raise health consciousness.	Principal, Assistant Principal, Physical Education Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$250.00

Research-Based Programs

FITNESSGRAM

Continous Improvement Model

Professional Development

FITNESSGRAM

Evaluation

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

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 type="checkbox"/>

GOAL 9 STATEMENT:

To increase Media Center circulation and participation.

Needs Assessment

Based on our student's performance on the 2005-2006 FCAT, 49 percent of the students are reading below grade level in grades 3-5 and 49 percent did not make a year's worth of progress. Furthermore, 41 percent of the students scoring in the lowest 25 percent did not make annual learning gains. In math, 54 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 five percent increase in Media Center visitation logs during the 2006 – 2007 school year.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Include visitations to the Media Center by the Before Care and After Care programs.	Principal, Assistant Principal, Media Specialist, F.C.A.A. Director	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Encourage families to visit the Media Center during the extended hours.	Principal, Assistant Principal, Media Specialist, Community Involvement Specialist, Counselors	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$1000.00
Prepare and distribute multi-lingual letters to students, parents, and community members advertising Media Center extended hours.	Principal, Assistant Principal, Media Specialist, Teachers	8/14/2006	5/30/2007	District-wide literacy plan	\$100.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$2500.00

Research-Based Programs

Riverdeep

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 percent 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.

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.)

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

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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 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 2004-2005 to the 35th percentile on the next publication of the Index.

Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Collaborate with the district on resource allocation.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Review shared use of facilities.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop partnerships with community agencies.	Principal, Assistant Principal, Community Involvement Specialist, EESAC	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Use student data analysis results to find or construct more effective educational strategies that fit the needs of students and staff.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Analyze reconfiguration on existing resources or take advantage of a broader resource base, e.g. private foundations, volunteer networks.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify the lowest 25th percent of students early and provide additional assistance.	Principal, Assistant Principal	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

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 Academy 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.

Budget Summary

BY GOAL	TOTAL BUDGET
Goal 1: Reading	\$22,500.00
Goal 2: Mathematics	\$17,000.00
Goal 3: Writing	\$2,000.00
Goal 4: Science	\$1,200.00
Goal 5: Parental Involvement	\$850.00
Goal 6: Discipline & Safety	\$1,200.00
Goal 7: Technology	\$250.00
Goal 8: Health & Physical Fitness	\$250.00
Goal 9: Electives & Special Areas	\$3,600.00
Goal 10: Return On Investment	\$0.00
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Total:	\$48,850.00

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