



Brentwood High School

2018-2019 School Improvement Team Plan

**Brentwood High School
School Improvement Team (SIT) Plan
2018-2019**

Principal: Mr. John Callan

Assistant Principal: Dr. Dashana Dulin

Sonderling Center Assistant Principals: Mrs. Judy Crawford and Mr. Wayne Loper

Ross Center Assistant Principals: Mr. James Gesseck and Mr. Edward Coleman

Brentwood High School SIT Team Members:

- Co-Chairperson, Sonderling Center: Mrs. Jenny Bergs (Math)
- Co-Chairperson, Ross Center: Ms. Jessica Nuñez (English)

Faculty Members:

- Patricia Orechovsky (Sonderling, English)
- Anthony LaScala (Sonderling, Special Education)
- Andrea Battifarano (Sonderling, Math)
- Kimberly Williams (Sonderling, English)
- Nicole Bowden (Sonderling, Math)
- Adam Esposito (Sonderling, Teaching Assistant)
- Kyle Quenneville (Sonderling, Library Media Specialist)
- Elizabeth Kennedy (Sonderling, English)
- Joseph Roderick (Sonderling, Science, and BTA representative)
- Christy Gomez (Sonderling, Bi-Lingual Math)
- Amy Dan (Sonderling, English, and BTA representative)
- Krystie Stratmann (Ross, Special Education)
- Natalia O'Brien (Sonderling, English)
- April Seneus (Sonderling, Special Education)
- Laura Murphy (Sonderling, English)
- Heather Costa-Monacchio (Sonderling, ENL)
- Bryan Cornwell (Ross, Special Education)
- Jennifer Crowe (Ross, English)
- Kelly Buonaspina (Ross, English)
- Kristina Terrana (Ross, Dean of Students)

Parent Members:

- Geri Odom
- Angela Mercado

Mission Statement:

The mission of Brentwood High School is to provide a safe and secure educational environment characterized by high expectations, and staffed by individuals who are compassionate, supportive, creative, and effective. Recognizing the uniqueness of all students, we will assist each to achieve his or her potential. Our actions will reflect our commitment to the belief that it is essential that all students achieve a positive self-image and graduate as young men and women academically and personally prepared to enter a multi-cultural, high tech world.

Belief Statements at Brentwood High School

- Students are highly valued and respected.
- A deep respect for intelligence, achievement and learning is a shared goal within our school.
- Students are entitled to learn within a healthy, safe, and structured environment.
- Students have equal opportunity to achieve their potential.
- Students deserve to learn in an atmosphere of mutual respect which fosters the development of self-esteem.
- Students, parents, and staff share in the ongoing process of education which is facilitated by cooperation and respect.
- All staff provides positive role modeling as displayed in their attitudes and behavior.
- Students are assisted in developing skills necessary to support their future endeavors.
- Cultural sensitivity is consistently encouraged and developed.
- Students and staff alike continually strive for new knowledge, skills and abilities.
- Discipline is used to guide and promote a sense of responsibility and accountability.

SIT Goals:

1. Increase Community Relations
2. Implement effective methods and instructional strategies using scientifically based research.
3. Address the needs of all children in the school, particularly the needs of low-achieving children and those at risk of not meeting State academic achievement standards
4. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
5. Address how the school will determine if the needs of our students have been met.

1. Increase Community Relations:

A. Rosetta Stone Program: To improve communication between teachers and parents, and the community as a whole. Funding needed to purchase licenses for parents and teachers.

B. Parental Engagement Activities in English and Spanish

- Translated materials (printed)
- Translation services (Propilio)
- Translators (headsets, personnel, etc.)

C. SIT Sponsored Senior Citizens “Dinner and a Show”**SIT Members will Co-Chair this committee (TBD)**

For this event, the Brentwood High School SIT reaches out to the community and invites the senior citizens to see the High School Musical production, free of charge. Following the performance, the seniors are welcomed into the building’s cafeteria, which has been warmly decorated, to indulge in a complimentary fresh and delicious spaghetti dinner with all the extras! The dinner is provided by a local vendors and served by SIT members, as well as volunteers from the student Honor Society. The cast of the show often join the party, in full costume, to “meet and greet” the community members in attendance.

- SIT members reach out to the community via phone calls and visits to the local Senior Citizens Center.
- SIT members partner with community vendors to provide the necessities (food, beverages, utensils, etc.) for the event.
- SIT and the B.H.S. Music Program coordinate the event.
- SIT and the B.H.S. Honor Society team-up to decorate for, serve during, and clean-up after the event.
- Seniors in the Brentwood community are provided with food and entertainment courtesy of the B.H.S. SIT Parent

B. Leadership Awards Dinner**SIT Members will Co-Chair this committee (TBD)**

Over the past decade, this event involved honored students and their families coming to the high school on the evening of the event to sit in the auditorium and hear the name of each recipient announced, and the student receive his/her award on stage. Ms. Williams and Mrs. Orechovsky were charged with finding a way to have the students and their families remain for the entire evening. They made the decision to change the venue from that above to a catered dinner for the recipients and their families.

The event will take place in April 2019, and the students and their families will be hosted in the auditorium for the award presentation, followed by a reception in the cafeteria of the high school.

Brentwood is an extremely large district, with almost 5,000 students attending the high school, alone. We have almost 40 clubs and activities that participated in this event, which results in 350 people who attend, on average. Donations from clubs that fundraise throughout the year (and not all clubs fund-raise), and generous discounts and donations from some of our community members, including the Brentwood Chamber of Commerce, enables us to honor these students and their proud families.

C. Back-To-School Night

- This is a well-attended evening, and in 2018-19, the high school took the opportunity to share important information regarding parents' access to school progress reports and report cards, as well as direct contact with their students' individual teachers.
- In 2018-19 the high school will continue sharing important information, including the New York State "School Report Card" with parents, as well.

D. Parent Paint-Night

- It has been a challenge to get parents to attend PTSA meetings at this level (high school). In 2018-19, the PTSA hosted a paint-night where parents who attended were presented with a tutorial of the BUFSD eSchool "Parent Portal"—given by the Guidance Coordinator, Wayne Abenes.
- Due to the increased use of the parent portal, following this meeting, it is evident that this format for meetings is a better way to successfully disseminate important information to parents.

2. Implement effective methods and instructional strategies using scientifically based research:

A. Instructional Rounds

SIT Members will Co-Chair this committee (TBD)

The purpose of Instructional Rounds is to learn about effective learning and teaching, improve our collective teaching practice, ensure that every classroom is a place of rich and valuable learning for all students, and to build a community of practice where we expect to learn best practices from each other.

The high school has participants in Instructional Rounds in varying levels: direct participation in rounds (data collection), opening their classroom door for rounds visits, facilitating the rounds (including training)

Members of the BHS SIT who participate in Instructional Rounds:

- Patricia Orechovsky
- Jenny Bergs
- Kimberly Williams
- Joe Roderick
- April Seneus
- Jessica Nuñez
- Andrea Battifarano

Members of the BHS Faculty who participate in Instructional Rounds:

- Guiseppi Salantri
- Lucille Pupura-Otto
- Jackie Kelly
- Elizabeth Cooper
- Dennis Ortlieb
- Lisa Ortlieb
- Alexander Arias
- Christopher Chamberlin
- Jennifer Heintze
- Jessica Ullrich
- Stacy Piropero
- Dr. Rebecca Grella
- Cori Yablon
- Marcia Schuck
- Tracey Kohl
- Charles Kavanagh
- Nafiye Atay
- Renata Hewlette
- Dawn Stein
- Victoria Amador
- Anthony LaScala

In 2018-19, the Rounds Committee administered a survey to students to identify a baseline of the impact that rounds has had on student learning.

The **Rounds Committee** will continue to share their findings with the full faculty, which in **2019-20** included the following:

- When expectations are given verbally and in written form, then students are clearly engaged in their work.
- When tasks were modeled, then student engagement increased.
- When there are 1-2 seconds of wait time, 1-3 students will participate.
- When students were given directions in multiple formats, then they were less likely to ask questions about the task or expectations.
- When students are given clear expectations, then they are more likely to work independently.
- When the teachers' expectations and directions are presented in various ways and/or repeated, more students engage with the task.

- When there are teacher/student interactions, the students become more engaged with the task.
- When a teacher communicates explicit expectations and creates an environment which allows peer collaboration and student choice, engagement in independent work increases.
- The above when/then statements indicate that the importance of task directions and wait time has been successfully articulated to the staff (16 classrooms).

As a committee, we presented to SIT the following recommendations for “Next Level of Work” (NLOW):

- Task directions has successfully been addressed, and next year’s rounds should focus on the following:
 - Wait Time
 - Silent/Quiet wait time—silence is important when students are trying to think!
 - Productive struggle
 - Time to write before you share (formative assessment tool)
 - Strategies are needed for what this looks like, and how it should happen.
 - Teacher-tested strategies that work
 - Modeling
 - Calibrate this term for the staff
 - Clarify: process *not* product
 - Show, don’t just tell
 - Think-alouds
 - Add a model to the process of presenting the directions in multiple formats
 - Reminder of the “ouch” statement: “You should already know this…”
 - Teaching and Showing vs. Presenting Information to the students
 - Strategies are necessary for successful implementation

On-going participation in Instructional Rounds achieves the following:

- Expand participation in meaningful professional development and collegial collaboration.
- Some participants were trained at Harvard University, and those members turn-keyed the protocols and implementation to additional members within the high school.
- Instructional Rounds members:
 - Work together to formulate a “problem of practice” aligned to the specific needs as identified by the participating teachers
 - Conduct several “rounds” within the classrooms of the high school throughout the school year
 - Collaborate to develop “findings” to present to SIT for recommendations for professional development to improve student learning, as addressed in the “problem of practice.”

B. Increase Co-Curricular Articulation and Collaboration**▪ Instructional Rounds**

- In 2018-19 an “intra district” round where teachers from the various secondary schools (all four middle schools, and the Freshman Center) participated in an Instructional Round hosted by the high school
- High school teachers participated in rounds conducted in the middle schools, and the Freshman Center.
- Teachers reported an overall positive experience working with the other levels for this round, reinforcing the fact that rounds are a “valuable tool”
- Teachers also reported some struggle with calibrating the idea of rigor, and task vs. activity, due to the grade gap, stating: *“They were trying to determine rigor based on content, rather than questioning style, etc.”*
- Suggestions for future work with the different buildings/grade levels included:
- Clearly and explicitly defining the “differences” when the host-school is conducting the “story” part of the round at the beginning of the day, so that participants are more prepared and ready to focus on the Problem of Practice (PoP) rather than being distracted by student-management issues (allowance of backpacks, cell phone use, etc.).

3. Address the needs of all children in the school, particularly the needs of low-achieving children and those at risk of not meeting State academic achievement standards**A. Academic Intervention Services (AIS)**

See Appendix

B. Brentwood Science Buddies

The high school Research students mentor students in the Life Skills program in gardening, and maintaining the fish tank in the research lab. The students work together to plant in the spring, and harvest in the fall. The plants that are grown are used in the Life Skills program throughout the year.

C. The Friendship Club

This club is designed to provide students in the Life Skills program the opportunity to socialize with peers outside of that program in order to further develop their social skills. They meet in the high school library, once a week, and play board games, talk, and generally socialize, developing relationships. Parents have reported that their children have developed relationships beyond the club. There is a positive impact on the students’ ability to socialize in their community.

D. Peer Tutoring

This tutoring is provided by students in AP Spanish Language and Culture class. It is available for all Bilingual, SIFE, NLA, and ENL students. Tutoring is offered in all content areas in

Spanish or English. Emails are sent to teachers for full promotion of the program and a calendar of all tutoring dates is included.

E. Privileges Denied List (PDL)

In order to emphasize the importance of academics, attendance, and behavior, the high school SIT will form a sub-committee to monitor the students who are not meeting the expectations as laid out in the Brentwood High School Code of Conduct. The Academic sub-committee will determine the guidelines for students' placements on this list. In addition, interventions will be decided by the committee, and provided to support the students' removal from the list.

F. ScholarChip

This technology-based system will link directly with the eSchool Data system currently in place at the high school. It will strengthen student accountability, safety, and management in real-time. Implementation of this electronic-monitoring device will increase opportunities to accurately monitor student attendance and increase their academic achievements. Data provided by ScholarChip will assist in creating the PDL (see above).

G. Professional Development to Promote Safety and Culture

Al Valdez, an educator from California who has expertise in school safety and culture with similar demographics to Brentwood. Mr. Valdez presented to high school administrators and deans, inspiring the request to have him speak with the building faculty to foster more positive student-teacher relations and a safe learning environment.

H. Student/Teacher of the Month Honor

SIT Members will Co-Chair this committee (Kristina Terrana)

In order to meet the social-emotional needs of students (to be accepted and recognized by others in their school community), each month, and staff members are asked to nominate a student and faculty member they feel are deserving of recognition for going above and beyond in some way. This practice serves to award the hardworking students, staff, and teachers who contribute to the school atmosphere in a positive way. As a result, all are motivated to earn this recognition and the school community benefits from those efforts. The recipients are honored at the monthly PTSA meetings, further increasing attendance to the meetings.

- Monthly emails request nominations which must include a brief statement describing the reason(s) for nomination.
- Recipients receive a certificate from the Principal
- Student and Teachers also have their picture taken to be displayed in the building.

I. School Building and Courtyard Beautification

The students of Brentwood High School have proven themselves talented in many areas of the arts. With specific regard to their fine arts skills, students have the opportunity to display their work in Fashion, Cartooning, Sculpture, and Computer Graphics (among others) along the halls of the building. Students and teachers enjoy viewing the artwork as they travel the hallways towards their various destinations throughout the day. This enhances the learning environment not only in a decorative sense, but these pieces often inspire conversations among students and teachers that help students gain a deeper understanding of the content they are learning about.

- Art teachers work with their students to display the work in selected areas of the building
- Student work is rotated throughout the year to provide opportunities for multiple students to be recognized by their teachers and peers

The students of Brentwood High School have proven themselves talented in many areas of agriculture, horticulture, and landscape design. Students have the opportunity to display their work ethic after school in planting, pruning, and maintaining the school courtyards and greenhouses, including two active water features with wildlife (among other things). The participating students gain an appreciation of the importance of having pleasant aesthetics in a school setting. Students and teachers enjoy viewing the landscape as they travel along the hallways towards their various destinations throughout the day. This enhances the learning environment not only in an environmental sense, but the students also benefit from the opportunity to be outside in a clean, peaceful, aesthetically pleasing environment. It inspires conversations among students and teachers that help students gain a deeper understanding of the benefits of nature and the environment.

- Teachers and students work together to maintain the courtyards throughout the year.

4. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

A. Regents Review Academy

Prior to Regents exams, students are afforded the opportunity to receive explicit test-prep for the high-stakes exams required for their courses, and graduation. This academy is offered six days per week, beginning six-eight weeks prior to the exams (both the January and June administrations). The classes are provided both in English, and in Spanish, and are instructed by general education, special education, and English as a New Language (ENL) teachers. There is no cost to the students to attend these one, two, or three hour extra-help sessions.

B. Word of the Week

Daily announcements are made for students to be exposed to Tier 2 academic language in various contexts. Building clubs and activities “adopt” a month, and for each week in that month, the word is reinforced each day: definition, synonyms/antonyms, word origin, use in a sentence, etc.

C. Mock Trial

Students are trained over the course of five-six weeks to be defense and prosecution attorneys. They work with lawyers from Touro Law Center to learn how to establish a fact pattern. The end assessment is when the students have the opportunity to be part of a legal proceeding as lawyers, witnesses, and members of the jury. The trial is a showcase where their peers, teachers, and parents are invited.

D. Academic Intervention Services (AIS)

See Appendix

E. Brentwood Science Buddies

The high school Research students mentor students in the Life Skills program in gardening, and maintaining the fish tank in the research lab. The students work together to plant in the spring, and harvest in the fall. The plants that are grown are used in the Life Skills program throughout the year.

F. The Bridges Program

This program is a curriculum designed to provide social-emotional support for our SIFE (Students with Interrupted Formal Education) students in addition to addressing their academic needs. The specially trained SIFE and ENL teachers focus on using research based strategies to develop the participants' language acquisition skills by supporting their native language literacy skills. A designated "Bridges" coach provides job-embedded professional development to support teachers in the implementation of the Bridges program.

G. Community Plaza/ Plaza Comunitaria

The facilitators of the School-Based Community Plaza (Plaza Comunitaria) will provide the following resources and events:

Educational Resources

- Provide access to articles about different programs, benefits of bilingual education, and research on language acquisition.
- Provide informational parent brochures about the district's educational programs available.
- Provide information about all before and after school supplemental services educational programs.
- Provide information about the laws and regulations governing the educational programs available.
- Provide information about NYSITELL, NYSESLAT, ELA, Common Core Learning Standards, NYS Math, Science and Regents Exams.
- Provide information about different events throughout the district.

Translation Services

- Provide Translation & Interpretation services when needed.

- Provide translated materials and resources in multiple languages.

Ongoing Communication

- Establish ongoing communication between parents and the school community.
- Contact parents to inform them of events and meetings to be held by the school/s or district.
- Contact parents to inform them of educational programs offered before & after-school.

Events

- Written/oral translations for parents/community.
- Participation in Tree Lighting Ceremony (collect and distribute coats, hats, gloves and scarves to children ages 5-11).
- Assist parents with E-SCHOOL/Parent Portal access (demonstration at ENL Parent nights).
- Assist parents with Rosetta Stone program.
- Invite organizations and speakers from the community to provide information to our students and parents.

- 5. Address how the school will determine if the needs of our students have been met.**
A. See Appendix

Coordination and integration of Federal, State, and Local Services and Programs:

SCHOOL IMPROVEMENT ACTIVITY	FUNDING SOURCE
<ul style="list-style-type: none"> ▪ AIS Instruction provided to high-need students. (Partial salary support for teachers providing one or more periods of AIS) ▪ SRI Data Analysis Training for administrators ▪ Collins Writing Workshops ▪ Generation Ready Literacy (Long term ELLs and AIS) ▪ Before and after school Regents prep academies (December and May) ▪ Evening workshops for parents of ELL students. ▪ Social Studies Rubicon Atlas Program for curriculum mapping ▪ Assessment and Learning Knowledge Spaces (ALEKS) provides math remediation for students. ▪ Whole Child Conference (Saturday Parent Academies): See Appendix ▪ Tree Lighting Ceremony: Initiative to bring community together with the high school community in order to increase parental involvement. 	Title I, Part A
<ul style="list-style-type: none"> ▪ Harvard Conference on Instructional Rounds: See Appendix 	Title II
<ul style="list-style-type: none"> ▪ Community Plaza (Plaza Comunitaria): to offer parents the opportunity to participate in their children’s academic growth and success. Workshops are provided by the community partners involved in the orchestration of the community plaza. ▪ Collins Writing Workshops ▪ Supplementary Instruction for Long-term ELLs and SIFE students and teacher assistant support (partial salary support for three High School ENL teachers) ▪ Evening workshops for parents of ELL students. ▪ SIOP workshops for ENL and content area teachers (Drs. Audrey Cohan and Erick Herrmann) ▪ The Bridges curriculum was implemented in the fall of 2016, and will continue. ▪ Bridges differentiates instruction using expeditionary learning. ▪ Teachers will be able to better meet the needs of SIFE students and prepare them for college and career readiness using the resources, materials and strategies contained in the Bridges curriculum. ▪ Job embedded professional development and coaching will support the implementation of the Bridges curriculum. ▪ On site coaching will be used to support teachers as they work to implement the lessons contained in the Bridges curriculum for SIFE students. 	Title III, Part A

<ul style="list-style-type: none"> ▪ Focused classroom observations for ENL teachers will reinforce best practices for the implementation of the SIOP-Collins instructional practices and strategic implementation. ▪ One-to-one feedback will be used to delve deeper into instructional patterns and practices. ▪ ALEKS provides math remediation for students ▪ Before/After School Enrichment for ENL students in ELA and ESL. ▪ Social Studies Rubicon Atlas Program for curriculum mapping. ▪ High School Guidance Plan: See Appendix 	
<ul style="list-style-type: none"> ▪ Full-time staff developers in ELA and Math provide support for Common Core implementation. ▪ Guidance counselors provide counseling services to at-risk students. 	
<ul style="list-style-type: none"> ▪ Data Analysis Training (i.e., using Webb’s Depth of Knowledge to analyze ELA assessment results and ELA Interim Assessment). ▪ Purchase of Datamate licenses to provide principals and teachers with access to reports on state and local mathematics assessments. 	

*For additional dates and attendance related to the above, contact Brentwood UFSD Office of Funded Programs.

Appendix

Attached in hard copy:

- Agendas and Minutes for all SIT meetings from September-February (excluding December, and March due to a cancellation).
- Common Core ELA AIS Checklist
- Common Core Math AIS Checklist