Brent Elementary January PTA General Meeting

January 24, 2018
Agenda

• Introduction
• Annual Fund Update
• Holiday Sale Update
• Gala Update
• State of the School
• Q&A
Support for Family Night

[Image of a bear]

[Image of a logo]

1/24/2018 Brent Elementary School 3
Shop for Brent

- Robert Brent Elementary School’s ID: 40725
- Only have to sign up once, not each year like some other programs
- The program only runs until March 15, 2018
Shop for Brent

• Harris Teeter School Code: 7117

• [Sign up at escript.com](http://www.brentelementary.org/support-brent.html) (Group ID #: 11873183)

• Register your Safeway Club Card
Amazon Smile

• Go to smile.amazon.com

• Brent PTA gets 0.5% of each eligible purchase

Your current charity
Robert Brent Parent Teacher Association
has received

$664.10
as of November 2017
For Example

Muse: The Brain Sensing Headband

Price: $249.99 | FREE One-Day

Get $70 off instantly: Pay $179.99 upon approval for the Amazon Prime Rewards Visa Card.

In Stock.
Get it tomorrow, Jan. 24. Order within 15 hrs 44 mins and choose One-Day Shipping at checkout. Details
Ships from and sold by Amazon.com.

Color: Black Headband ONLY (No Case)

- Muse is your personal meditation assistant
- Sometimes your mind is calm and sometimes it’s active. Muse will guide you to a calm mind
- Put on the Muse headband, put on your earbuds, start the app, and close your eyes. Immerse yourself within the sounds of a beach or rainforest.
- While you meditate, Muse measures whether your mind is calm or active, and translates that data into weather sounds.
- When you're calm, you'll hear peaceful weather sounds. When your mind wanders, the weather will intensify, guiding you back to a calm state.
- After each session, review your data, set goals, and build a deeply rewarding meditation practice that gets better every time.
- Kindly refer to the User Manual, FAQs, and Tech Specs for more information.
Brent Annual Fund
Annual Fund Results

$115,141

Thank you to the Organizing Co-Chairs:
• Christy
• Cara Spaccarelli
• Kevin Reger
• And everyone who contributed to the fund

9/23/2017
Brent Elementary School
Brent Elementary School’s 7th Annual Christmas Tree & Holiday Sale
Annual Fund Results

$56,597

Thank you to the Organizing Co-Chairs:

• Josh Drobnyk
• Alyson Lewis
• John Fleming
• And everyone else who contributed to the sale
Spring Gala Announcements

***Mark your calendars for Brent’s largest fundraiser***
Brent Spring Gala: Taste of the Hill
Friday, April 20th, 7:30pm
AJAX DC: 1011 4th St NW

• Planning for Brent’s spring fundraiser is underway!

• We are excited to announce our new, FUN location: AJAX DC

  • Familiar with the Longview Gallery? This is their new “industrial chic” event space located in the heart of Mt Vernon Triangle (just a few blocks from last year’s gala)

• Auction Site for tickets, donations, and sponsorships will be LIVE Feb 1st
Let me ask you a question…

• Do you have a child in the ECE or Kinder?
• Do you have a 1\textsuperscript{st} or 2\textsuperscript{nd} grader?
• Do you like social events?
• Are you looking for a way to get involved in your child’s school that only lasts 14 weeks?

If you answered, YES to any of these questions…..

….JOIN OUR TEAM!
The Gala Committee Needs YOU!

• **The Gala Committee is seeking new team members**
  • Available Positions:
    • Communications Chair 2018
    • Food & Beverage Shadow Chair (Chair for 2019)
    • Class Basket Shadow Chair (Chair for 2019)
    • Auction Team Members
  • Email Gala Chair: Claire Portolese, cmportolese@gmail.com

• What is the Time Commitment?
  • Monthly Meetings January – March (week nights @ 8pm)
  • Weekly Meetings in April
  • Most of work is completed on your own time Jan-April (1-2 hrs/week)
  • Heavy lifting closer to the event for most roles
Outside of joining the committee, how do I support this fundraiser?

• Buy Tickets and Invite Neighbors & Friends to Join You
• Solicit Donations: Vacation Homes, Unique Experiences, Sporting Events
• Solicit Sponsorships
• Volunteer to Organize Class Basket, Class Art & Spirit Party
  • Communications coming soon from your Room Parents
  • It is never too early to start thinking of a class basket theme, class art project, or a great spirit party
• Get Grandparents, Friends, Neighbors to Remote Bid!
Gala Committee Contact Info

Thank you to our fabulous committee members!

• Gala Chair: Claire Portolese, cmportolese@gmail.com
• Food & Beverage Chair: Seth Shapiro, sethshapiro17@gmail.com
• Auction Chair: Kellie Nasser, kellienasser@gmail.com
• Sponsor Chair: Meg Shapiro, meganshapiro@me.com
• Class Basket Chair: April Boyd, april.boyd@yahoo.com
• Class Art Chair: Ana Townsend, anishti@yahoo.com
• Event Advisor: Tasha Ferguson, tashap02@hotmail.com
• Teacher Liaison: Whitney Paxson, wpaxson@ymail.com

1/24/2018
Brent Elementary School
Brent Elementary
State of the School
January 24, 2018
Theme 1: Making Thinking Visible

• Learning is a consequence of thinking.
• Good thinking is not only a matter of skills, but also a matter of dispositions.
• The development of thinking is a social endeavor.
• Fostering thinking requires making thinking visible.
• Culture sets the tone for learning and shapes what is learned.
• Schools must be cultures of thinking for all.

Visible Thinking, Educational Leadership, Feb 2008, Volume 65, Number 5, pgs. 57-61
Theme 2: Together

- **Students**
  - Grade-Level Representatives

- **Faculty**
  - Academic Leadership Team
  - Professional Development (LEAP) Leadership Team
  - School Chapter Advisory Committee
  - Personnel Committee
  - Organic Leadership

- **Parents and Community**
  - Local School Advisory Team
  - Parent Teacher Association
  - School Improvement Team
  - Diversity Working Group
Our Approach to Leadership

• Contribution

• Communication

• Direction

• Pacing Change
Listening

• Listening Sessions
  29 Adults Have Led Listening Sessions
  137 Students Have Participated
  38 Walkthroughs
  Includes the Academic Leadership Team, PK/K Faculty and District Leadership

• Walkthroughs

• Survey Data
  93% Student Satisfaction
  Student Surveys on Teachers (pending)
  Tracking Behaviors, Time and Place
  PARCC, iReady, SRI, Dibels, F&P, Standards

• Behavior Data

• Academic Data
Comprehensive School Plan

• **Goal 1: Planning with Intentionality (Literacy)**
  - Teachers will emphasize the “analyze” and “adapt” stages of the teaching and learning cycle to ensure student-centered planning.
  - Teachers will use student feedback/work/data to make instructional decisions according to the standards/units/projects in process.
  - Measurement: Unit Plans, Lesson Plans, Protocols, Student Work Progress, PARCC, F&P

• **Goal 2: Collective Community Structures (Social Emotional Learning)**
  - Teachers and students will engage in collective community structures response to community need.
  - Students will engage in regular focus groups to better understand their agency and to offer their voice.
  - Measurement: Community Structure Trackers, Focus Group Trackers, Behavior Data

• **Goal 3: Planning with Precision (Math)**
  - Teachers will design and deliver a well-planned learning experience that challenges students and reflects Preparation for student understanding.
  - Teachers will deliver small group instruction to address skill deficits and strengths
  - Measurement: PARCC, I-Ready, BOY Assessment Standard Tracking
STUDENTS
• “I like club days and things like that to see people in other classes or teacher you had when you are little, because you can forget about them sometimes but they are right downstairs and still care about you.”
• “He helps us when we need it and gives us lots of love.”
• “She cares about us. She talks to us like we’re regular people. She stops doing her regular job to talk to us.”
• “I once called my teacher Mommy because she is a good listener.”
• “The compliments makes us feel good…When other kids complement my work it feels good.”
• “I was happy that my teacher let me take books to recess because I was shy and that helped a lot.”
Our Starting Point: Developmental Understanding

• All children go through developmental stages as they grow up.

• These stage of development are fairly predictable in children within any given culture.

• Children go through these stages at different rates.

• Children don’t change suddenly on their birthday.
Our Philosophy: Responsive Classroom

• Teaching social emotional skills is as important as teaching content.
• How we teach is as important as what we teach.
• Great cognitive growth occurs through social interaction.
• What we know and believe about our students – individually, culturally, developmentally – informs our expectations, reactions and attitudes about those students.
• How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
• Partnering with families – knowing them and valuing their contributions – is as important as knowing the children we teach.
Our Philosophy: Responsive Classroom

• Belonging, Significance and Fun
  • Book Buddies
  • Health and Fitness Day, Club Days, Math and Science Day, Spirit Days
  • Monthly All-School Morning Meetings

• Explicit Instruction
  • Social and Academic Competencies
  • Growth Mindset Work
  • Morning Meetings and Closing Circles

• Responding Through Repair

• Building Common Practices
  • Walkthroughs by the Academic Leadership Team
  • “Duty Group” Planning
  • Grade-level Assemblies
  • Responsibility Through Recycling
Student Culture Next Steps

• Recess Working Group

• Equity Not Equality

• Refining Common Practices

• Continue Listening Sessions

• Athletic Teams

“Recess is my favorite part of being at Brent.”
“We want more teacher help at recess.”

“It’s not fair that my teacher lets some people do things but not others. Like some kids can have gum…”
“I don’t like when the whole class gets punished for what one person did.”

“Sometimes the rules feel different depending on the teacher.”

“I think we should have sports teams. We can cheer each other on. And it’s a good place to learn how to be a good sport.”
Big Academic Data
# PARCC Subgroup Data

## Latest ELA Subgroup Data

<table>
<thead>
<tr>
<th></th>
<th>SPED</th>
<th>ELL</th>
<th>FARMS</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>L5</td>
<td>0%</td>
<td>0%</td>
<td>3%</td>
<td>6%</td>
<td>17%</td>
</tr>
<tr>
<td>L4</td>
<td>18%</td>
<td>75%</td>
<td>28%</td>
<td>28%</td>
<td>62%</td>
</tr>
<tr>
<td>L3</td>
<td>18%</td>
<td>0%</td>
<td>31%</td>
<td>28%</td>
<td>17%</td>
</tr>
<tr>
<td>L2</td>
<td>47%</td>
<td>25%</td>
<td>28%</td>
<td>25%</td>
<td>3%</td>
</tr>
<tr>
<td>L1</td>
<td>18%</td>
<td>0%</td>
<td>10%</td>
<td>14%</td>
<td>0%</td>
</tr>
</tbody>
</table>

## Latest Math Subgroup Data

<table>
<thead>
<tr>
<th></th>
<th>SPED</th>
<th>ELL</th>
<th>FARMS</th>
<th>Black</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>L5</td>
<td>0%</td>
<td>33%</td>
<td>7%</td>
<td>3%</td>
<td>31%</td>
</tr>
<tr>
<td>L4</td>
<td>16%</td>
<td>33%</td>
<td>17%</td>
<td>19%</td>
<td>48%</td>
</tr>
<tr>
<td>L3</td>
<td>21%</td>
<td>33%</td>
<td>24%</td>
<td>25%</td>
<td>16%</td>
</tr>
<tr>
<td>L2</td>
<td>37%</td>
<td>0%</td>
<td>31%</td>
<td>36%</td>
<td>5%</td>
</tr>
<tr>
<td>L1</td>
<td>26%</td>
<td>0%</td>
<td>21%</td>
<td>17%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Growth Through Responsive Instruction

• Standards Norming

• Standards Mastery Tracking (Math)

• Differentiation

• Departmentalization

• Responsive Planning
Student Instruction: Next Steps

• Opportunity/Achievement Gap

• Balanced Literacy

• Goal-Focused Learning
FACULTY
• 81% of teachers reported that leaders at my school seek out feedback from teachers, a growth of 50% since last spring.

• 88% of teachers reported that Brent is a good place to teach and learn, a growth of 11% since last spring.

• As compared to last spring, 30% more teachers feel that adult-student interactions are respectful.

• “Working with other teachers in my specialized field has impacted me greatly.”

• “It helps to spend time in each other’s classrooms and get to know our students.”
Retention of Effective/Highly Effective Teachers
as of 11-21-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>85%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>78%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>92%</td>
</tr>
</tbody>
</table>
Planning and Professional Development

• LEAP

• Team Collaboration

• Building the Kindergarten Bridge

• Special Subjects and Thinking Skills

• Student-Led Conferences
Faculty Next Steps

• Augmenting Feedback

77% of teachers would like more feedback on their teaching – their methods and their approach to content.

76% of teachers feel that school-based professional development is well planned and facilitated.

• Professional Development Access

15% of highly-effective teachers plan to leave this year or next (moving out of area, leadership positions), a reduction of 10% from last spring.

• Staffing
FAMILIES AND COMMUNITY
• PTA Budget: $409,500
• Principal’s Coffee Held: 6
• Community and Fundraising Events This Year: 18
• Newsletters Sent: 112
• 96.7% Average Daily In-Seat Attendance
Big Investments

• Communication
  • TuesNews
  • Grade-Level and Content Newsletters
  • Principal's Coffees
  • State of the School
  • Linking Community Leadership Groups

• Programming Support
  • Green Team
  • Field Trips
  • Celebrating Diversity and Inclusion

• PTA Funding
  • Non-Personnel Services
  • Center For Inspired Teaching Fellows
  • Rising Tides
Families and Community: Next Steps

• Revising Tues News
  “I like the electronic version. Links to longer articles would help.”
  “It seems like there should be a separate space for principal updates.”

• Social Media Presence
  “Seeing pictures helps me to understand my child’s day and talk to them about it when they get home.”

• Expanding Volunteer Impact
  “How can parents support school goals by volunteering?”

• Increasing Transparency and Access
  “In the past it has felt like only certain parents have access to information.”
  “We need to pay attention to a variety of family experiences.”
Mapping Our Future: Enrollment

• 8% year-over-year growth
  • Current: 427 students
  • Projected: 457 students

• Class sizes are the largest at our younger grades

• Gathering Data

• The Value of Diversity
Mapping Our Future: Space

- SIT Actions
  - DGS Collaboration
  - Advocacy
  - Population Data

- The Short Term
  - Demountables
  - Smaller Addition

- The Longer Term
  - Full Expansion
Mapping Our Future:
Budget

VISION

Budget
Staffing
Scheduling
Mapping Our Future: Budget Big Buckets

• Operations
• Equity
• Staffing for Differentiation
• Beyond the Core Content
• Capacity Building
• Facility
• Technology
• Unique Expenditures
Brent will become a highly effective inclusive, field experience school where all students grow and advance through productive struggle and a whole-child approach that promotes academic, social and emotional development in order to produce confident, self-reliant, and self-motivated students ready for any opportunity.

Brent elementary strives to be a diverse learning community that prepares each student for our increasingly global society. Together we encourage our students to be self-motivated learners, critical thinkers and clear communicators.

We believe in responsive classroom and families that nurture the whole child, recognizing the importance of physical education, social emotional development, and multiple intelligences. We enthusiastically organize inclusive classrooms for exceptional learners and varied support services that scaffold the mastery learning needs to students presenting with a continuum of academic and social challenges.
Mapping Our Future: Community Visioning

February/March
- All: Listening and Discussion Sessions

April/May
- Community Representatives: Drafting Vision and Values

June
- All: Sharing for Feedback

Summer/Launching the Year
- Community Representatives: Publishing our Vision and Values
Q&A