BRENT ELEMENTARY

Back to School 2018-2019
SPECIAL SUBJECTS TEAM
PS/PK TEAM
KINDERGARTEN TEAM
SECOND GRADE TEAM
FOURTH GRADE TEAM
FIFTH GRADE TEAM
STUDENT SUPPORT TEAM
OPERATIONS TEAM
Brave
Empathetic
Active
Responsible
Core Programs and Philosophies

Responsive classroom
School Culture
Shared practices designed to create a safe, joyful and engaging classroom and school community.

Reggio Emilia
ECE Model
Student-centered and constructivist learning that utilizes self-directed, experiential learning in relationship-driven environments.

Readers and writers workshop
ELA Model
Growing students to become powerful readers and writers who read and write for real reasons.

Eureka math
Math Model
An intentional sequence of mathematical progressions that encourages students to formulate, analyze and solve problems.

COMMON CORE STANDARDS
Brent 2018-2019 Operating Principles

1. We will seek understanding about individual students in order to advance their learning.

2. We will employ instructional structures and strategies that emphasize depth in learning.

3. We will apply intentional and consistent social-emotional learning to all aspects of the school day.

1. We will enhance operational efficiency such that our physical space and systems are an enabling force for teaching and learning.

2. We will provide opportunities for collective and transparent communication and planning.
We will seek understanding about individual students in order to advance their learning.
2018-19 Focus Teachers

Julia Sadowsky
ECE/Kindergarten

Amy Harding-Wright
First Grade

Emily Kadasah
Second Grade

Donna Girardi-Reed
Third Grade

Abby Maslin
Fourth Grade

Megan Dunn
Fifth Grade
The Benefits of Focus Teachers

- Responding to individual student needs consistently and collectively.
- Holding a deep knowledge of curriculum and student needs.
- Stretching their own thinking about their work through ongoing, regular collaboration between teachers and teams.
Picture It: The Impact of Focus Teachers

**You WILL see**

- Constant research, observation, discussion and planning toward novel solution paths
- A group of teachers who are all responsible for whole group, small group and individualized lessons
- A focus teacher whose schedule changes regularly to meet the needs of students
- Attention to IEP Hours, 504 Plans, and Intervention Plans, and Individual Student Goals

**You WILL NOT see**

- One teacher watching while the other teacher leads a lesson.
- Students who are the sole responsibility of the one teacher.
- All students doing the same activities all of the time. All teachers teaching the same lessons all of the time.
- Only some students receiving individualized attention.
We will employ instructional structures and strategies that emphasize depth in learning.
## Special Subject Schedules

<table>
<thead>
<tr>
<th>PS/PK AND KINDERGARTEN</th>
<th>FIRST – FIFTH GRADE</th>
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<tbody>
<tr>
<td>- NOT a Modular Schedule, Same All Year</td>
<td>- Modular Schedule, On Trimesters</td>
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<tr>
<td>- Atelier 3X/Week</td>
<td>- Art, Music and Science (Library for 1st Grade) Rotation</td>
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<tr>
<td>- Library 1X/Week</td>
<td>- PE 1X/Week, All Year</td>
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<tr>
<td>- PE 1X/Week</td>
<td>- Library Check-Out Visits for Grades 2-5</td>
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We will apply intentional and consistent social-emotional learning to all aspects of the school day.

Recess and play
Listening to Our Students

“teachers don’t always see when people are being mean.”

First Grade Student

“recess is boring. There’s not enough to do.”

Third Grade Student

“Recess is my favorite part about being at brent.”

Second Grade Student
What’s Next?

1. Class games
2. Expanding space
3. Indoor recess
4. Student leadership
We will enhance operational efficiency such that our physical space and systems are an enabling force for teaching and learning.
Operations

SPACE

TEAM

SYSTEMS

MAINTENANCE
We will provide opportunities for collective and transparent communication and planning.
Who Owns It?

Our Commitments

- Weekly School Newsletters, Biweekly Classroom Newsletters
- Opportunities to Engage: Community Meetings, Principal’s Coffees, Scheduled Meetings, Volunteering, Parent Leadership Groups
- Launching a Visioning Process

Our Asks

- Read
- Attend
- Learn From Others; Offer Your Perspective
Community Leadership Groups

- Parent Teacher Association (PTA)
- Local School Advisory Team (LSAT)
- Diversity Working Group (DWG)
- School Improvement Team (SIT)
6:00-8:25  All School Welcome (Norah Lycknall – In the Multipurpose Room)  
Faculty Introductions  
Visioning the Year

6:25-6:30  Transition to Classroom Sessions

6:30-6:55  Classroom Session One (Brent Faculty – In Classrooms)

6:55-7:00  Transition to Classroom Session 2  
*As needed for families with more than one Brent student  
*If you do not have a second session, please visit our special subjects!

7:00-7:25  Classroom Session Two (Brent Faculty – In Classrooms)

7:25-7:30  Closing Back to School Night  
Thank you for joining us!

Where To Go:

PK: In individual Classrooms  
• Ms. Bailey/Gerald: Room 104  
• Ms. Akagi/Marrinidin: Room 108  
• Ms. Montgomery/Smith: Room 110  
• Ms. Miller/Erisco: Room 116

Sth: Room 308

Student Support Team: 3rd Floor, Center of Hall

SPECIAL SUBJECTS:

Art/Science: Demountables  
Music: Room 206

Physical Education and Library: Library

Spanish (4th/5th): Room 319

Atelier (PK/K): Room 208