SCHOOL IMPROVEMENT PLAN
2023-2024

BRENTWOOD ELEMENTARY SCHOOL

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Brentwood Elementary School
School Improvement Committee

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Rachel McGinn	Assistant Principal
Hannah Mayo	Teacher, 5th grade
Jennifer Goodin	Teacher, 4th grade
Marissa Binole	Teacher, 3rd grade
Ashley Henry	Teacher. 2nd grade
Amanda Napier	Teacher, 1st grade
Kendra McGrew	Teacher, Kindergarten
Kaitlyn Payson	Teacher, Special Education
Michelle Bergman	Counselor
Jennifer Curtis	PTO Parent

Statement of Mission & Beliefs

Corporation Mission Statement:

***Bringing joy to learning*.**

School Mission Statement:

Bringing joy to learning.

Part 1 - Schoolwide Planning: Introduction

Brentwood, the smallest of five elementary schools in the district, serves a wide socio-economic community.The majority of our families reside in single-family dwellings with a significant percentage of families living in renter-occupied units.The yearly number of students who qualify for financial assistance has increased in our school, but we place a strong emphasis on improving student achievement and social well-being regardless of students' economic status. Over the last 59 years, the building has adapted and expanded to fit the needs of the students and staff, but the essence of the school has remained unchanged. We are known for our welcoming and inclusive environment.

Brentwood offers three class sections in grades K-5 with an average class size of 23. Brentwood has a music, art, and physical education teacher, and two special education teachers. Services such as school counseling, speech, occupational and physical therapy, and ELL interventions are available to students who may need them. Brentwood also has the district's Autism Program, currently serving 10 students in kindergarten through 5th grade.

Teachers have a wide variety of experience levels, from a few years of experience to veterans of thirty or more years. Our blend of newer and experienced teachers allows us the opportunity to share fresh ideas with the wisdom of experience. All of the 26 teachers work together to help our 430 students strive for excellence.

Narrative Description of Plainfield, Indiana:

The Plainfield Community School Corporation was organized on January 1, 1962 under the provisions of I.S. 20-4 (formerly Chapter 202 of the Acts of 1959). The corporation serves over 32,389 residents of Guilford Township, including the town of Plainfield, through four K-5 elementary schools, a middle school for grades six through eight, and a high school. Plainfield Schools enjoy a reputation for excellence and take pride in providing a quality education for over 5,850 students. Plainfield is located north of

Interstate 70 west of the Indianapolis International Airport in the southeast corner of Hendricks County.

A five-member Board of School Trustees governs the school corporation. The elections are held on an at-large, non-partisan basis. The board members' four-year terms are staggered.

The community is primarily a bedroom community in the metropolitan area of Indianapolis. The area is serviced by U.S. Route 40 and Interstate 70 from Indianapolis. These highways provide easy access to downtown Indianapolis and the Indianapolis International Airport. In the past ten years, the community and township have undergone a period of rapid change with the expansion and construction of a new terminal at the Indianapolis International Airport, which is located on the eastern boundary of the community. Also, new housing, commercial development of nearly 25,000,000 square feet of light industrial and distribution centers, and retail development with the addition of a significant shopping mall and supporting retail stores and restaurants have contributed to the growth. Plainfield's student growth continues to increase yearly at an annual rate of 2.3%.

Component 1: Comprehensive Needs Assessment

At Brentwood Elementary School, we focus on the whole child and strive to help students understand their greater purpose in the community and the importance of giving back to others. One of our successful methods is through the emphasis of Plainfield's Community Values: Truth, Dignity, Responsibility, Respect, Kindness, Equal Opportunities, Honesty, Reliability, Respect for the Environment, and Integrity. We do this with lessons, modeling, visuals, announcements, and recognition of students. These values allow us to center on the importance of character building and hard work. Each classroom chooses one character value winner monthly to highlight in the hallway, and a school representative is honored at the monthly School Board meeting.This is an extra special night for students and families to see the positive impact of good character.

As a school, we also focus on "Excellence in Achievements, Attitudes, Actions, and Growth Mindset". The teachers discuss and model what it looks and sounds like in all areas of our building. Students have a school pledge to recite that reminds them to be leaders and be empowered to take ownership of their social and emotional health and academic success. We recognize and reward students for demonstrating these traits through a ticket system and have weekly drawings on our morning announcements for prizes to be given at lunch time. Pictures are taken each week to be hung within the building and added to our parent newsletters for extra recognition.

Brentwood teachers are mindful of learning styles and specific needs of students when planning lessons. The goal is for all students to get to the same positive outcomes regardless of where they started or what unique challenges they might experience. The staff and school community make a concerted effort to focus our classroom instruction and additional resources to support students that need an extra push to grasp grade-level material. Brentwood Brain Builders, a weekly after school learning club, was started in the Fall of 2021 to reach students in grades 2-5 that have basic skills lacking in reading and math. Teachers and instructional assistants stay after school for an hour to provide extra support that in turn sets up these students to be more successful in their everyday classroom setting. Transportation is also provided home to make certain that students have an equal opportunity to participate.

Brentwood's academic success is rooted in small group instruction that is highly driven by data. Teachers, instructional assistants, and parent volunteers can be seen working with groups of students throughout our building to reinforce skills and provide more individualized feedback. Our scheduled intervention times are highly protected and embraced as a way for our efforts to be focused on bettering student learning.

We have implemented many programs and techniques to excite students and encourage their success. Our school's mission, "Bringing Joy to Learning", can be seen through our increased science, technology, engineering, arts, and mathematics (STEAM) opportunities for our students. School-wide literacy activities, such as One School, One Book and various reading reward celebrations are also ways to ignite student interest in literature. Physical wellness activities such as Walkathon and Field Day are annual favorites, and our Parent Teacher Organization (PTO) works hard to offer a variety of other events such as Book Fair, STEM Night, and the Brentwood Movie Night and Carnival for our families to enjoy.

While the Covid-19 pandemic placed stress on our educational system over the past couple of years, Brentwood staff and students have embraced the need for flexibility and creativity to continue to succeed. Our technological capabilities grew, and we maintained a high level of instruction and expectations for our students in order to provide the best education possible. Our vision has remained the same- relationships and love of students must come first in order to get the best out of our students.

A. Student Achievement

Assessments at Brentwood Elementary are designed to collect formative and summative information. ILEARN provides summative information on student

achievement and growth. That information is used as one piece of data to support teachers with planning instruction. For the 2023-2024 school year, the formative pieces of data will be gathered from the NWEA Reading and Math assessments, DIBELS, NWEA Fluency in K/1, in-class assessments, quick checks, and teacher observations.

Plainfield's students from kindergarten through 10th grade are assessed each year with the following tests:

(1) Kindergarten: PKAR beginning of year top 25% and bottom 25%

(2) K-1 DIBELS bottom 25%; K-1 NWEA Fluency

(3) Grades K (top 25%), 2 and 5: CoGat

(4) Grade K-10: NWEA

(5) Grade 2, 3: IREAD 3 Assessment

(6) Grade 3-10: ILEARN (ELA and MA)

The following data comes from the annual performance reports and data disaggregation from our assessments. We know a comprehensive professional development program, aligning instruction with curriculum standards, strong parent partnerships, and setting high expectations for student growth and achievement will improve student performance.

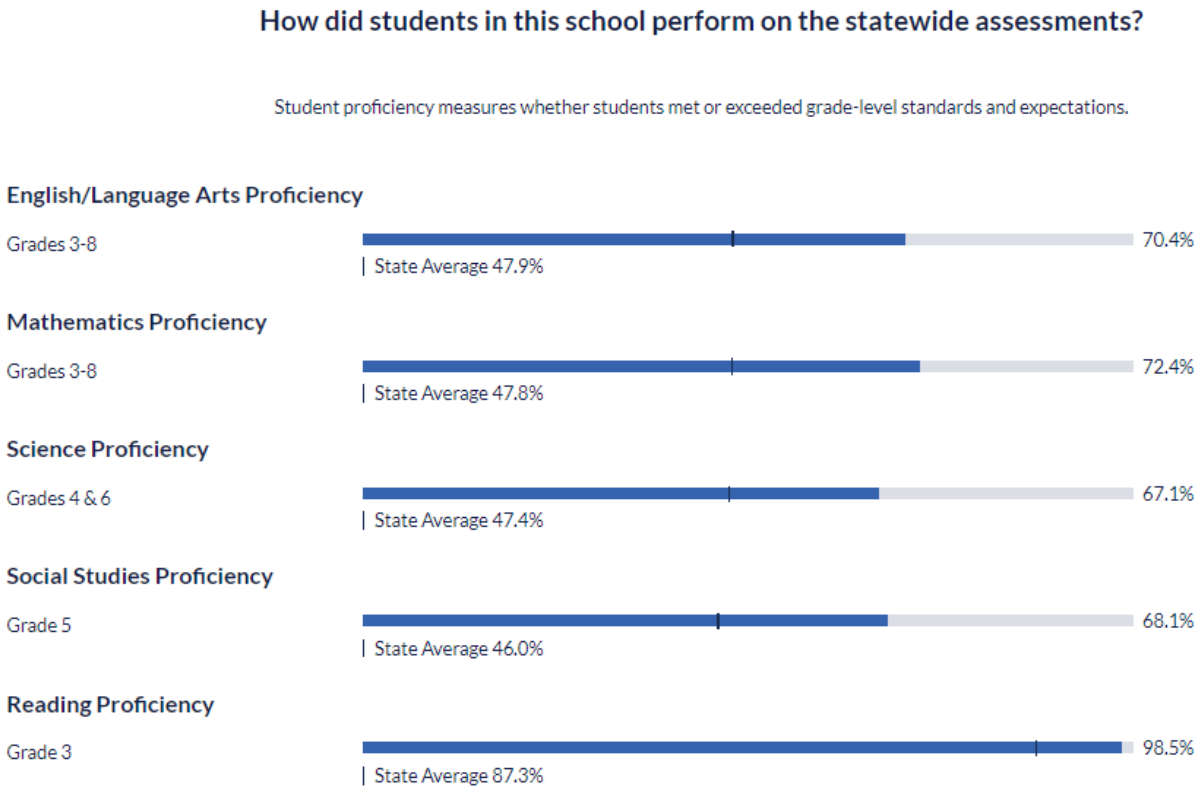
ILEARN and IREAD-3 Results

	ILEARN	ILEARN	ILEARN	ILEARN
	2019-2020	2020-2021	2021-2022	2022-2023
3	N/A Due to Covid-19	ELA 64% MA 68%	ELA 57% MA 74%	ELA 52% MA 66%
4	N/A Due to Covid-19	ELA 59% MA 65% SC 52%	ELA 59% MA 64% SC 59%	ELA 54% MA 63% SC 59%
5	N/A Due to Covid-19	ELA 54% MA 53% SS 53%	ELA 66% MA 65% SS 58%	ELA 55% MA 61% SS 51%

	IREAD			
	2019-2020	2020-2021	2021-2022	2022-2023
3	N/A Due to Covid-19	91%	90%	90%
2	N/A	N/A	N/A	74%

ILEARN Performance

	Below Proficiency	Approaching Proficiency	At Proficiency	Above Proficiency
English/Language Arts Grades 3-8	9.9%	19.7%	35.0%	35.5%
Mathematics Grades 3-8	8.4%	19.2%	30.5%	41.9%
Science Grades 4 & 6	13.7%	19.2%	24.7%	42.5%
Social Studies Grade 5	14.5%	17.4%	33.3%	34.8%



NWEA Test

Reading (Proficiency is based on students scoring at the 61st percentile rank or above.)

Grade	BOY	MOY	EOY
Grade 1	52%	44%	56%
Grade 2	65%	63%	77%
Grade 3	63%	44%	59%
Grade 4	65%	49%	53%
Grade 5	60%	50%	47%

NWEA Test

Math (Proficiency is based on students scoring at the 65th percentile rank or above.)

Grade	BOY	MOY	EOY
Kindergarten	48%	57%	53%
Grade 1	63%	61%	74%
Grade 2	61%	70%	73%
Grade 3	63%	61%	73%
Grade 4	68%	62%	68%
Grade 5	50%	62%	69%

Brentwood Elementary ILEARN 2023 Data Analysis

Based on School Performance Codes for ILEARN

Above Proficiency Standard= Strength

Below Proficiency Standard= Weakness

3rd Grade ELA	
Strengths	Areas for Improvement
• 3.RN.2.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different. • 3.W.5 Conduct short research on a topic: identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?), locate information in reference texts, electronic resources, or through interviews, recognize that some sources may be more reliable than others, record relevant information in their own words, present the information, choosing from a variety of formats.	• 3.RL.3.1 Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections. • 3.W.3.2 Write informative compositions on a variety of topics that: state the topic, develop a main idea for the introductory paragraph, and group related information together, develop the topic with facts and details, connect ideas within categories of information using words and phrases, use text features (e.g., pictures, graphics) when useful to aid comprehension, provide a concluding statement or section. • 3.W.4 Apply the writing process to: generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of

	ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation), use technology to interact and collaborate with others to publish legible documents. ● 3.W.6.1c Demonstrate command of English grammar and usage, focusing on: Adjectives/Adverbs: Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence. ● 3.W.6.2b Demonstrate command of capitalization, punctuation, and spelling, focusing on: Punctuation: correctly using apostrophes to form contractions and singular and plural possessives, using quotation marks to mark direct speech, using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle). ● 3.W.6.2c Demonstrate command of capitalization, punctuation, and spelling, focusing on: Spelling : using conventional spelling for high-frequency and other studied words and for adding affixes to base words, using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing. ● 3.RF.4.2 Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words. ● 3.RF.4.5 Know and use more difficult word families when reading unfamiliar words (e.g., -ight).

3rd Grade Math	
Strengths	Areas for Improvement
● 3.AT.1 Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a	● 3.M.5 Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by

symbol for the unknown number to represent the problem). ● 3.AT.3 Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). ● 3.AT.4 Interpret a multiplication equation as equal groups (e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations. ● 3.AT.6 Create, extend, and give an appropriate rule for number patterns within 100 (including patterns in the addition table or multiplication table). ● 3.DA.1 Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data. ● 3.DA.2 Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters. ● 3.C.1 Fluently add and subtract whole numbers within 1000 using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction. ● 3.C.2 Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication. ● 3.C.5 Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8), or properties of operations.	multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. ● PS.4: Model with mathematics.

• 3.G.2 Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories. • 3.G.4 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (1/2, 1/3, 1/4, 1/6, 1/8). • 3.M.3 Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes. • 3.M.4 Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the $ symbol in the form of dollars and cents (e.g., $4.59). Solve real-world problems to determine whether there is enough money to make a purchase. • 3.NS.1 Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000. • 3.NS.2 Compare two whole numbers up to 10,000 using >, =, and < symbols. • 3.NS.5 Represent a fraction, a/b, on a number line by marking off lengths 1/b from 0. Recognize that the resulting interval has size a/b, and that its endpoint locates the number a/b on the number line. • 3.NS.6 Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line. • PS.2: Reason abstractly and quantitatively. • PS.3: Construct viable arguments and critique the reasoning of others.	

4th Grade ELA	
Strengths	**Areas for Improvement**
• 4.RN.2.1 Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text. • 4.RN.2.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 4.ML.2.1 Recognize claims in print, image, and multimedia and identify evidence used to support these claims • 4.RL.4.2 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. • 4.W.6.2a Demonstrate command of capitalization, punctuation, and spelling, focusing on: Capitalization: Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.	• 4.W.3.2 Write informative compositions on a variety of topics that: provide an introductory paragraph with a clear main idea, provide supporting paragraphs with topic and summary sentences, provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations, connect ideas using words and phrases, include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension, use language and vocabulary appropriate for audience and topic, provide a concluding statement or section. • 4.W.3.3 Write narrative compositions in a variety of forms that: establish an introduction, with a context to allow the reader to imagine the world of the event or experience, organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases, use dialogue and descriptive details to develop events and reveal characters' personalities, feelings, and responses to situations, employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events, provide an ending that follows the narrated experiences or events. • 4.W.6.1b Demonstrate command of English grammar and usage, focusing on: Verbs: writing sentences that use the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense, using modal auxiliaries (e.g., can, may, must). • 4.W.6.2c Demonstrate command of capitalization, punctuation, and spelling, focusing on: Spelling: Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts,

	homophones/homographs) in writing single and multi-syllable words.

4th Grade Math	
Strengths	**Areas for Improvement**
• 4.AT.1 Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). • 4.AT.5 Solve real-world problems involving addition and subtraction of fractions referring to the same whole and having common denominators (e.g., by using visual fraction models and equations to represent the problem). • 4.DA.1 Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs. • 4.DA.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using data displayed in line plots. • 4.C.2 Multiply a whole number of up to four digits by a one-digit whole number and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Describe the strategy and explain the reasoning. • 4.C.3 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning. • 4.C.5 Add and subtract fractions with common denominators. Decompose a fraction into a sum of fractions with common denominators. Understand	• 4.C.7 Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can be multiplied in any order. Understand and use the distributive property.

addition and subtraction of fractions as combining and separating parts referring to the same whole.

- 4.C.6 Add and subtract mixed numbers with common denominators (e.g. by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction).
- 4.G.3 Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint.
- 4.M.2 Know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Express measurements in a larger unit in terms of a smaller unit within a single system of measurement. Record measurement equivalents in a two-column table.
- 4.M.4 Apply the area and perimeter formulas for rectangles to solve real-world problems and other mathematical problems. Recognize area as additive and find the area of complex shapes composed of rectangles by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts; apply this technique to solve real-world problems and other mathematical problems.
- 4.M.6 Measure angles in whole-number degrees using appropriate tools. Sketch angles of specified measure.
- 4.NS.2 Compare two whole numbers up to 1,000,000 using >, =, and < symbols.
- 4.NS.3 Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. Name and write mixed numbers using objects or pictures. Name and write mixed numbers as improper fractions using objects or pictures.
- 4.NS.4 Explain why a fraction, a/b, is equivalent to a fraction, (n × a)/(n × b), by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size.4.NS.4 Explain why a fraction, a/b, is equivalent to a fraction, (n × a)/(n ×

b), by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. • 4.NS.6 Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form and expanded form to represent decimal numbers to hundredths. Know the fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 = 0.50, 7/4 = 1 3/4 = 1.75). • PS.1: Make sense of problems and persevere in solving them. • PS.2: Reason abstractly and quantitatively. • PS.4: Model with mathematics. • PS.5: Use appropriate tools strategically. • PS.8: Look for and express regularity in repeated reasoning.	

5th Grade ELA	
Strengths	Areas for Improvement
• 5.RV.2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. • 5.RV.3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion). • 5.W.5 Conduct short research assignments and tasks on a topic: with support, formulate a research question (e.g., What were John Wooden's greatest contributions to college basketball?), identify and acquire information through reliable primary and secondary sources, summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information, avoid plagiarism and follow copyright guidelines for use	• 5.RV.3.3 Analyze the meanings of proverbs, adages, and idioms in context. • 5.RN.3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent. • 5.W.3.3 Write narrative compositions in a variety of forms that: develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters), develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions, use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations, use precise and expressive vocabulary and figurative language for effect, provide an ending that follows from the narrated

of images, pictures, etc., present the research information, choosing from a variety of sources.	experiences or events.

5th Grade Math	
Strengths	**Areas for Improvement**
• 5.AT.1 Solve real-world problems involving multiplication and division of whole numbers (e.g. by using equations to represent the problem). In division problems that involve a remainder, explain how the remainder affects the solution to the problem. • 5.AT.2 Solve real-world problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators (e.g., by using visual fraction models and equations to represent the problem). Use benchmark fractions and number sense of fractions to estimate mentally and assess whether the answer is reasonable. • 5.AT.3 Solve real-world problems involving multiplication of fractions, including mixed numbers (e.g., by using visual fraction models and equations to represent the problem). • 5.AT.5 Solve real-world problems involving addition, subtraction, multiplication, and division with decimals to hundredths, including problems that involve money in decimal notation (e.g. by using equations, models or drawings and strategies based on place value or properties of operations to represent the problem). • 5.AT.7 Represent real-world problems and equations by graphing ordered pairs in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. • 5.AT.8 Define and use up to two variables to write linear expressions that arise from real-world problems, and evaluate them for given values.	• 5.DS.2 Understand and use measures of center (mean and median) and frequency (mode) to describe a data set. • 5.NS.6 Understand, interpret, and model percents as part of a hundred (e.g. by using pictures, diagrams, and other visual models).

- 5.C.1 Multiply multi-digit whole numbers fluently using a standard algorithmic approach.
- 5.C.2 Find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Describe the strategy and explain the reasoning used.
- 5.C.4 Add and subtract fractions with unlike denominators, including mixed numbers
- 5.C.6 Explain why multiplying a positive number by a fraction greater than 1 results in a product greater than the given number. Explain why multiplying a positive number by a fraction less than 1 results in a product smaller than the given number. Relate the principle of fraction equivalence, a/b = (n × a)/(n × b), to the effect of multiplying a/b by 1.
- 5.G.2 Identify and classify polygons including quadrilaterals, pentagons, hexagons, and triangles (equilateral, isosceles, scalene, right, acute and obtuse) based on angle measures and sides. Classify polygons in a hierarchy based on properties.
- 5.M.1 Convert among different-sized standard measurement units within a given measurement system, and use these conversions in solving multi-step real-world problems.
- 5.M.2 Find the area of a rectangle with fractional side lengths by modeling with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
- 5.M.5 Apply the formulas V = l × w × h and V = B × h for right rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths to solve real-world problems and other mathematical problems.
- 5.C.3 Compare the size of a product to the size of one factor on the basis of the

size of the other factor, without performing the indicated multiplication. ● 5.NS.2 Explain different interpretations of fractions, including: as parts of a whole, parts of a set, and division of whole numbers by whole numbers ● 5.NS.3 Recognize the relationship that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right, and inversely, a digit in one place represents 1/10 of what it represents in the place to its left. ● 5.NS.4 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. ● PS.8: Look for and express regularity in repeated reasoning.	

B. Curriculum and Instruction

Brentwood Elementary provides its diverse student population a variety of educational programs that complement our core curriculum, which is based on the Indiana Academic Standards. Grade levels work annually to align school curriculum maps with new resources and State Standards to lay a framework that provides the best possible student learning outcomes. Core instruction, intervention, and remediation are delivered through various methods, including whole group, small group, independent practice, and one-on-one instruction based on the specific needs of each student.

Weekly PLC's are spent collaborating on strategies and resources to differentiate instruction in order to increase student achievement. Teachers regularly review data from classroom assessments and projects, progress monitoring from NWEA and DIBELS, and utilize standardized testing to look for trends and areas of strength and concern.

Formative assessments such as quizzes, exit tickets, short homework assignments, and group projects are utilized to keep a close eye on student mastery and check for understanding throughout the learning process. Teachers use these regularly to mold their instruction for the coming days of a topic or standard prior to heading into the

summative tests and final projects. Technology is integrated daily into the curriculum to enhance student learning through both enrichment and intervention opportunities.

The master schedule at Brentwood provides uninterrupted blocks of time for literacy and math Response to Intervention (RTI) framework at each grade level to allow teachers the ability to group students across grade levels and tailor instruction to fill learning gaps. During the height of the pandemic, however, students remained in their own classrooms during RTI and utilized technology-based support for intervention when not part of the teacher-led small group. Data team meetings are conducted regularly to assess the effectiveness of the student's intervention and make adjustments to meet his or her needs.

Subject	**Main Curriculum Supports (textbooks/programs)**	**Intervention**	**Other Resources and Technology**
Reading	My View (Pearson) Novels Picture Books Heggerty	*My Focus RTI Kit *Lindamood Bell: Seeing Stars, Visualize & Verbalize, LIPS *Waterford *SuccessMaker *Story Works *Short Reads	Learning A-Z Brain Pop Starfall ABCYa Moby Max Readworks IXL Edulastic
Writing	Lucy Calkins 6+1 Writing Traits Ralph Fletcher Smarter Balance Tasks Pattern-Based Writing		Reading A to Z Readworks Story Works (both for paired texts & non-fiction writing)
Math	EnVision 2.0 High Ability - Big Ideas	Envision 2.0 RTI Kit Waterford Mathseeds Number Worlds Do The Math SuccessMaker Heads Up Math	Mountain Math Marcy Cook Cool Math for Kids Prodigy Khan Academy Moby Max NWEA Map Accelerator IXL Edulastic

Science	PLTW		Scholastic News Discovery Ed Defined STEM Mystery Science
Social Studies	Pebble Go Savvas- MyWorld		Scholastic News

Reading (K-5): Brentwood Elementary teachers believe that literacy competency is the foundation of student learning. This is why a large amount of instructional time is spent developing literacy skills and fostering a love of reading.

Daily student reading time and exposure to a wide range of genres is our primary approach to expanding the students' core vocabulary. Most literacy instruction happens in small groups. Students rotate through stations focused on academic standards and areas of growth identified through NWEA and classroom assessments. Teachers supplement instruction with high interest, leveled books to increase engagement. Guided Reading strategies and Savvas Realize resources are used within small groups to teach and assess reading skills. K/1 utilize Heggerty Phonemic Awareness Curriculum to kick off their whole group instruction, and grades 2 and 3 use it during intervention. Primary grade interventionists also use Lindamood-Bell LIPs techniques to help struggling readers during a daily 30- minute intervention period. At the same time, the other students participate in enrichment activities such as literacy circles, Greek and Latin vocabulary studies, and reader's theater to promote individual student growth in reading.

While our standards-based curriculum provides students with practice in phonics, fluency, and comprehension, it is our teachers' passion for reading that encourages even the most reluctant readers to pick up a book. Increasing reading comprehension and vocabulary, while instilling a love for reading, is a focus at Brentwood. Classroom and school-wide reading challenges which include Accelerated Reader goals, independent reading minute logs, and the annual Battle of the Books competition are set up each month to encourage students to explore various genres of literature and increase their independent reading for enjoyment. In addition, One School, One Book programming is popular with Brentwood families because it creates a shared reading experience across the entire school.

Writing (K-5): Brentwood teachers are spending professional development time growing our practice for written response to literature and non-fiction writing. Grades

1-5 are broadening their tool base by participating in SMEKENS writing workshops to propel students to communicate their thinking in writing effectively. Teachers focus on the inferencing process as they are teaching students to answer comprehension questions in writing. Students learn to analyze multiple texts and generate thorough written responses by including evidence from the content.

Writing instruction is delivered through a workshop approach that entails a teacher-guided mini lesson, self guided writing practice, and teacher conferencing with students both individually and in small groups based on instructional needs. Teachers purposely set aside time daily for students to learn the skills and strategies needed to become effective at the various components of writing. Basic methods such as organizing ideas and developing thoughts on paper begin early in the primary grades and then develop into writing essays and peer editing as students graduate through the years. Students learn to understand different purposes of writing, exemplary features of strong writing, and how to choose the audience that best fits the writing topic.

Math (K-5): Math education at Brentwood is anchored by the Pearson Envision Math program which was adopted eleven years ago. Its rigor, embedded depth of knowledge activities, focus on problem-solving using multiple approaches, and spiral review of the Indiana academic standards provides an instructional foundation for our teachers to utilize in their daily instruction.

Brentwood students are challenged to understand the “why” to develop a deeper understanding of math concepts. Students master the math standards through daily problem solving and engaging instruction delivered to small groups as part of a rotation. These varied learning stations provide additional opportunities to differentiate and meet students at their current levels. Math stations give students fact-fluency practice, challenging problems to solve, and opportunities to use math manipulatives to help students construct a deeper understanding in order to connect mathematical vocabulary and symbols.

Brentwood students use the CUBES method of problem solving- Circle the numbers, Underline the question, Box key words, Eliminate what you don’t need, Solve and show work. This common language and problem solving method allows students from kindergarten through fifth grade to approach word problems in the same way and become proficient in the Indiana Process Standards for Mathematics. Students practice asking themselves if their answer is reasonable and makes sense as they work through complex problems.

In addition to the core 60 minutes of math instruction time, all students participate in 30 minutes of daily intervention or enrichment. Teachers utilize data from NWEA, classroom assessments, and observations to determine the appropriate groupings for students during this time. Interventionists work closely with small groups of students to review the day's lesson, dig deeper into problem solving and cycle back through previously taught standards. Heads Up Math, Math Seeds, Successmaker, and Do the Math are several of the programs students use on a daily basis. Students ready for enrichment use adaptive web-based programs such as Math Seeds, Moby Max, Prodigy, and Khan Academy to challenge themselves with more rigorous problems. Teachers also develop special math based projects and performance tasks to give these students opportunities to use their math skills in real-world scenarios.

A cornerstone of math learning at Brentwood is fact fluency. Students participate in grade level math fact challenges throughout the year to earn various prizes such as ice cream sundae parties and bounce house celebrations. We work at this through a school-wide effort to help all students achieve multiplication fluency by mid-year in fourth grade. With multiplication facts under their belts, students are ready for the complex processing skills needed for abstract and quantitative reasoning and constructing viable math arguments. Fourth and fifth grade students who love a challenge can participate in regional Math Bowl competitions each spring. These fun events help promote and sustain student interest in math. We credit our rigorous curriculum, engaging instruction, solid fact fluency, effective intervention and enrichment opportunities for Brentwood's strong math scores on Indiana's academic assessments.

Science/Social Studies (K-5): At Brentwood, Science is taught as a stand-alone subject as well as embedded in interdisciplinary units of study. Science instruction across grade levels includes hands-on exploration, inquiry-based activities, and the use of non-fiction reading. Beginning this year, teachers will use Project Lead the Way curriculum as their anchor instructional resource.

We see Science, Technology, Engineering, and Math (STEM) education as a natural fit and a way to enhance our instruction to engage our students in active learning.
As of the 2021-2022 school year, Brentwood has earned STEM certification through the Indiana Department of Education. There is a school-wide focus and common language centered around the 4C's (Communication, Collaboration, Critical Thinking, Creativity) and Design Thinking. Staff spend time regularly at grade level PLC's and teacher meetings discussing ways to improve our STEM education. Hands-on learning takes place in each classroom through Project Lead the Way, DefinedLearning, and other project based learning activities.

One major bonus is the access for each student to our Plainfield Community School's Imagination Lab each month. The lab is in its fifth year and visits, otherwise known as Odysseys, continue to expand student minds through imaginative, hands-on experiences as they explore concepts that will lead to careers not yet in existence.

Our Computer Science curriculum has become easier as all students now have access to a laptop device in each classroom. These devices support the teaching and learning of computer safety, keyboarding, skills to research, computer science standards, and a variety of other life-long technology skills. In addition, staff spent time over the summer developing a Makerspace and separate Robotics room to show our dedication to our students and families.

Brentwood Elementary is committed to helping every student develop thinking and decision-making skills to be a responsible citizen. While our teachers' goal is to teach local, state, and national history, they make certain that students understand the interconnection of the major historical events of their community and state with important events happening across the country and throughout the world. Student understanding of historical and current events helps make social studies more relevant, interesting and engaging.

Teachers in K-3 utilize web based PebbleGo to learn about the world around them and begin building an understanding of various curricular areas. Students at an early age become familiar with connecting their own environment with the past, understanding why rules and laws are needed in the school and community, and deciphering geographic characteristics of their home, school, and neighborhood. Students do both project based learning and teacher guided instruction to develop thinking and decision-making skills that better equip them on their path to becoming valuable citizens.

Students in fourth and fifth grade use the newly adopted Pearson/Savvas as their curriculum base. Fourth graders study the history of Plainfield and the state of Indiana. A visit to the Indiana State Museum and Indiana State House is also one of the centerpieces for our fourth grade students as they focus on our state history. Students do "Indiana Dailies" as part of their start of each day to supplement the social studies curriculum with more of our state government, geography, and history.

Social studies' largest focus in curriculum is in fifth grade as the pre-Revolutionary War era comes to life through various hands-on lessons. As a result, students come away with a vivid understanding of the causes that led to the war and the eventual foundation of our nation. Fifth graders also hold a social studies fair in the cafeteria in which they present their project to their class and the entire school through the fair. Students

demonstrate knowledge of a chosen topic through a written report and project display which culminate their research and investigations on any of the following areas: History, Civics and Government, Geography, Economics, and Individuals.

Based on our data, Brentwood will continue to provide the following:

- quality and rigorous tier 1 instruction, following curriculum maps
- Science of Reading professional development and integration in K-3
- daily small groups for guided reading and math
- reading RTI for 30- 40 mins and math RTI for 30 mins
- quarterly data meetings to rank and file students for tier 2 and tier 3 support and make adjustments to groups and the intervention
- close monitoring of student growth on NWEA and in class data
- provide training and support to our Title 1 and general educational instructional assistants
- continue our intentional teaching with our resource Envisions 2.0
- continue PD with NWEA
- provide detailed ILEARN data to teachers for planning purposes
- review and give feedback about small group instruction through evaluations
- have literacy blocks in grades 1-4 where reading and writing are combined.
- have continued PD around writing best practices
- review and implement other reading interventions, as needed
- work to incorporate learned science related information and activities from the Imagination Lab into the classroom
- work to enhance the teaching of writing to include the craft of writing and written response by comparing 2 texts and providing evidence to support opinions
- engage in PD for ILEARN
- continue our work with the 4C's
- continue our work with Design Thinking

The professional educators at Brentwood Elementary are articulating the most effective instructional strategies. Within the school and throughout the school district teachers discuss and share strategies that are proven effective to teach the state standards with other teachers who teach similar grade levels and subject areas. Teachers are also researching best practices in other areas of the state, country, or world which have yielded desirable results with similar populations of students.

Response to Intervention: Brentwood Elementary School identifies students who are performing below grade level in reading and math using the NWEA (Northwest Evaluation Association) assessments, classroom performance on unit assessments, and daily observations made by teaching staff. All students take a Beginning of the

Year, Middle of the Year, and End of the year benchmark NWEA test for Reading and Math. Primary grade teachers also monitor reading skills by giving DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to each student and then progress monitor monthly those that fall below grade level goals to measure early literacy development.

Monthly data meetings with the principal and grade level teachers identify any student that is performing below grade level academically. Based on this data, students are placed into Tier 1, Tier 2, or Tier 3 groupings. This regular, monthly progress monitoring gives teachers the ability to adjust the types of interventions given and also rotate students in and out of groups as needed.

Title 1 instructional assistants work hand-in-hand with grade level teachers to provide small group instruction for students that need Tier 2 and Tier 3 interventions during the 30-minute protected times each day for reading and math. Students are assigned to a small group with other students at their same level to allow more targeted instruction on the lacking skills and more practice time to build the skills back up to grade level expectations.

The smaller literacy groups for tier 2 and tier 3 students focus on phonics, fluency, phonemic awareness, and comprehension. Programs include: Heggerty, Lindamood Phoneme Sequencing Program for Reading, Spelling, and Speech (LiPS), Fast Phonics, Scholastic Short Reads, Tier 3 students also participate in computer-based interventions such as Waterford, Reading Eggs, and Successmaker.

Math intervention is also done in small groups to allow for more individualized help on basic math skills, problem solving, and math fact development. Programs utilized: Envision Intervention Kit, Heads Up Math, and Mountain Math. Tier 3 students do more work on the computer-based interventions through NWEA MAP Accelerator (grades 3-5), Successmaker, Moby Max, Mathseed, IXL, and Waterford Math.

Special Education(IEP): Brentwood students who are identified as needing special education services receive core instruction in the general education classroom with assistance being provided by teachers specially trained in learning disabilities, cognitive disabilities, moderate/severe disabilities and speech-language therapy. Instruction for these students may be provided in a variety of ways based on their individual education plans and least restrictive environment requirements.

Brentwood is also home to the Autism Resource program that houses students from all Plainfield elementary schools. The Autism Resource program was developed as a district program to address the needs of students on the Autism Spectrum whose behavior is impacting their ability to successfully participate in the general education

setting. The goal of the program is to teach pro-social and behavioral norms to students and generalize these skills across educational settings. This is an inclusive program where students may receive some special education pull out support in order to teach a skill in isolation, but the majority of special services are delivered in the general education setting. The program is taught by a licensed special education teacher and supported by highly qualified special education instructional assistants.

Monthly data meetings are used to check progress of Tier 2 and Tier 3 students. If the support and instruction provided during Response to Intervention (RTI) time does not boost the student forward as expected, a referral is made to a district level team to discuss pertinent information and look for factors that may be hindering progress. This team may then decide to move forward with screening for special education services to provide additional aid to the student.

Differentiated instruction, written in an individualized educational plan, is based on individual student needs. Instruction is based on best practices through push-in and pull-out programming. A variety of resources for both literacy and math instruction are used by certified staff and trained instructional assistants. These supports are in addition to the core classroom instruction.

English Language Learners(ILP): Approximately 10% of Brentwood students qualify for additional services through our English Language Learner (ELL) Program. Students for whom English is not their first language, have a different language spoken at home, or were born out of the country are screened upon entering school. Those that demonstrate limited English in listening, speaking, reading, and writing then qualify for an Individualized Learning Plan (ILP). Students are then assessed annually until considered to be Fluent English Proficient.

After reviewing scores on benchmark assessments and language proficiency scores on WIDA Access assessment, ELL students are placed into Title 1 services if academic need or lack of language acquisition is demonstrated. Differentiated instruction, written in an ILP, is based on individual student needs. Instruction is based on best practices through push-in and pull-out programming.

Programming for ELL students focuses on skills in the areas of phonemic awareness, vocabulary, fluency, and comprehension skills. These students receive daily 30- 45 minutes of ELL individual or small group instruction beyond the core literacy program directed by a certified teacher and overseen by an ELL certified teacher. A variety of resources for language acquisition is used to support the learning of English. These supports are in addition to the core classroom instruction. General education teachers are monitored by an ELL certified teacher and are trained in Sheltered Instruction

Observation Protocol (SIOP) strategies. Building background knowledge, targeting vocabulary through explicit instruction, and engagement in dialogue are key strategies used in the general education classroom.

Curriculum resources include ELL core curriculum (My View) materials, WIDA designed lesson plans, SIOP model materials for classroom teachers, Raz Kids, English in a Flash, Rigby ELL leveled readers, Lexia, Waterford, Reading A-Z.

D. Family and Community Involvement

Brentwood Elementary excels in engaging families and the community. We provide many opportunities for community and business leaders to invest in our students, and for families to take an active role in their child's education.

Each week at Brentwood, a large number of volunteers and community members are working in various roles throughout the building. Family members can be found assisting teachers with learning stations and centers, making copies, putting up bulletin boards, and tutoring students. A group of Study Buddies (volunteers from businesses and retirees) come regularly each week to work one-on-one with struggling students. The relationship formed with Study Buddies often continues each year as the student moves through Brentwood. It has created a safe and positive environment for the student to maximize learning.

Beyond working in the classroom, family members are involved in parent-teacher conferences, ParentSquare communication, weekly newsletters, field trips and the Parent Teacher Organization (PTO). Brentwood's PTO is active with monthly meetings. They communicate upcoming events and fundraising opportunities through social media and the school's newsletter. PTO also works with teachers through grants to provide supplies for learning activities, flexible seating, and other materials that help to create a positive learning environment for all students. PTO organizes and supports several events throughout the year that engage families. These events include Grandparent Night, Community Book Fair, Breakfast with Families, Walkathon, and the Brentwood Music Program and Art Fair.

Finally, Brentwood has partnered with a variety of local businesses to provide authentic learning experiences for all students. Each week, teachers and business partners work together to provide a well-rounded STEAM learning experience. Business partners provide funding and materials for the lessons, as well as volunteers to implement the lessons and activities. Students are able to see behind the scenes of power companies, how roads are built with an engineering company, how to be healthy and how the body systems work with a hospital, and how to draw cartoons with a local cartoonist.

E. School Context and Organization

Brentwood Elementary continues working on a comprehensive improvement plan. The principal continues to expand building-level leadership by cultivating new teacher leaders and support staff. Brentwood's focus on improving reading, writing, and math fits nicely with school wide integration of STEM into all curriculums. Teachers use Design Thinking as the model of choice for teaching problem solving and developing college and career ready students by intentionally teaching effective communication, critical thinking, creativity, and collaborative skills.

F. Discipline Data

Brentwood Elementary Discipline Statistics 2022-23

Discipline Incidents = 151

GRADE				GENDER		
Total Discipline Incidents		151		Total Discipline Incidents	151	
Grade	KG	24	15.89%	Female	12	7.95%
Grade	1	10	6.62%	Male	139	92.05%
Grade	2	9	5.96%			
Grade	3	39	25.83%			
Grade	4	53	35.10%			
Grade	5	16	10.60%			

ETHNICITY			SOCIOECONOMIC STATUS		
Total Discipline Incidents	151		Total Discipline Incidents	151	
American Indian	0	0.00%	Free	80	52.98%
Asian	0	0.00%	Reduced	25	16.56%
Black	24	15.89%	Paid	46	30.46%
Hispanic	16	10.60%			
Multi-Race	32	21.19%			
Native Hawaiian	0	0.00%			
White	79	52.32%			

SPECIAL EDUCATION		
Total Discipline Incidents	151	
Special Education	55	36.42%
General Education	96	63.58%

SUSPENSIONS = 30

GRADE				GENDER		
Total Discipline Incidents		30		Total Discipline Incidents	30	
Grade	KG	1	3.33%	Female	2	6.67%
Grade	1	0	0.00%	Male	28	93.33%
Grade	2	1	3.33%			
Grade	3	8	26.67%			
Grade	4	16	53.33%			
Grade	5	4	13.33%			

ETHNICITY			SOCIOECONOMIC STATUS		
Total Discipline Incidents	30		Total Discipline Incidents	30	
American Indian	0	0.00%	Free	18	60.00%
Asian	0	0.00%	Reduced	4	13.33%
Black	5	16.67%	Paid	8	26.67%
Hispanic	5	16.67%			
Multi-Race	7	23.33%			
Native Hawaiian	0	0.00%			
White	13	43.33%			

SPECIAL EDUCATION		
Total Discipline Incidents	30	
Special Education	12	40.00%
General Education	18	60.00%

Component 2: Implementation of Reform Strategies

The teachers and staff at Brentwood Elementary have worked collaboratively to create our school improvement plan around the centralized theme of continuous improvement. The target goals are Brentwood's benchmarks for progress.

Target Goals:

Goal 1: Increase reading comprehension and vocabulary while instilling a love for reading.

Strategies:

- Teachers will utilize data to group students and provide small group reading instruction.
- PLC groups and data meetings will focus on finding patterns in skill deficits and areas to increase instruction.
- A teacher driven committee will focus on reading incentives and develop ways to increase independent reading at Brentwood.
- Grades K-3 will continue to have professional development on the Science of Reading implementation in the classroom
- Teachers support and work with families to participate in the One School, One Book Challenge.
- Students will be encouraged to read more often in the classroom and at home.
- Students will read for enjoyment, to learn, and to explore.
- Students in grades 4 and 5 have the opportunity to participate in the Battle of the Books which is a corporation wide reading competition.
- Teachers will increase self-selected reading time to increase stamina.
- Teachers will use AR as a tool for helping students determine their reading level and not use it for a grade.
- Teachers will be supported as they try virtual tools that inspire students to read. (Example: EPIC, Goodreads, Tumblebooks, etc..)

Goal 2: Develop and maintain writing strategies and skills in order to demonstrate mastery of Language Arts state standards with an emphasis on written response to literature.

Strategies:

- Students will participate in over a 90 minute reading and writing block on a daily basis which will include teacher modeling of writing instructional strategies.
- Increase the amount of time students are writing to increase stamina.
- Students will use a rubric to self-assess writing progress.

- Staff will utilize writing strategies and writing prompts to teach and practice Evidence Based Response to Literature using RACE as the writing strategy for short written response.
- Grade level teachers will continue professional development on writing, and key teachers will share strategies and successes from their classrooms.
- Students will apply the writing process to generate a draft by developing, selecting, and organizing ideas relevant to the topic.
- Teachers will utilize a variety of resources to enhance written responses across all curricular areas.

Goal 3: Increase math proficiency levels on NWEA and ILEARN to an overall school percentage of 80%.

Strategies:

- All students, K-5, will receive at least 60 minutes of daily core math instruction.
- Students will participate in daily problem solving and computation work including real-world and multi-step word problems.
- All students will use the CUBES method of problem solving: Circle, Underline, Box, Eliminate, Solve.
- Data will be used regularly to differentiate instruction and group students to provide remediation and enrichment.
- Teachers will model and incorporate daily lessons on math reasoning and written expression to articulate their thinking using pictures, numbers and words.
- Students will participate in 30 minutes of math RTI daily to strengthen their math skills or enrich when needed.
- NWEA Map Accelerator (grades 3-5) and IXL will be another tool used for additional remediation.

Goal 4: Increase use of STEM strategies, Design Thinking processes, and the 4 C's (Communication, Collaboration, Critical Thinking, Creativity) in intentional ways during instruction.

Strategies:

- Weekly PLC meetings will include time for discussion on PLTW, Design Thinking, and STEM implementation.
- Teachers will incorporate STEM activities into curriculum maps.
- Teachers will implement the PLTW curriculum throughout the year.
- Teachers will develop and implement one design thinking unit per semester.
- Students will participate in STEM activities in the Collaboratory (Makerspace) and outdoor learning lab.
- Computer science standards will be embedded in the daily curriculum.
- Students will attend Odysseys at the Imagination Lab monthly.

Component 3: Instruction by Highly Qualified Teachers

Teacher Name	Teaching Assignment	HQ Status	Location of verification form and Supporting documentation
Kendra McGrew	Kindergarten	Yes	Central Office -HR
Valerie Fritchie	Kindergarten	Yes	Central Office -HR
Brittany Nicora	Kindergarten	Yes	Central Office -HR
Ashley Davis	1st Grade	Yes	Central Office -HR
Amanda Napier	1st Grade	Yes	Central Office -HR
Krissy Sullivan	1st Grade	Yes	Central Office -HR
Carin Kaminski	2nd Grade	Yes	Central Office- HR
Kelly Edwards	2nd Grade	Yes	Central Office -HR
Melissa Maxwell	2nd Grade	Yes	Central Office -HR
Ashley Henry	2nd Grade	Yes	Central Office -HR
Marissa Binole	3rd Grade	Yes	Central Office -HR
Brooke Kobza	3rd Grade	Yes	Central Office -HR
Sarah Record	3rd Grade	Yes	Central Office -HR
Rachel Barker	4th Grade	Yes	Central Office -HR
Jennifer Goodin	4th Grade	Yes	Central Office -HR
Jennifer Gray	4th Grade	Yes	Central Office -HR
Kaylee Anacker	Music	Yes	Central Office -HR
Hannah Mayo	5th Grade	Yes	Central Office -HR

Barry Osborne	5th Grade	Yes	Central Office -HR
Audra Vanderbush	5th Grade	Yes	Central Office -HR
Cherri Rutan	5th Grade Math/Art	Yes	Central Office -HR
Lindsay Kelley	Special Ed	Yes	Central Office -HR
Kim Doty	Speech Pathologist	Yes	Central Office -HR
Kaitlyn Payson	Special Ed	Yes	Central Office- HR
Andrea Williams	PE	Yes	Central Office -HR

Committee and Teams to support student learning:

- Program Improvement Committee—Teachers participate in curriculum revision at the corporation level. Committee members get input from all teachers for program improvement.

- Leadership Team-Meets at least once a quarter with a representative from each grade level, special education and special area to discuss building-wide curriculum, assessment, and building-wide components.

- Curriculum/RtI Data Team Meetings – Teams of teachers meet to discuss how to help low achieving students. The team of teachers determine if the students are candidates for psychological testing. These teams meet monthly throughout the school year to monitor student data related to student achievement in the areas of reading, writing, and math. Teams identify student strengths and needs and identify best practices to improve student achievement.

- Varied Building Committees- School teams meet regularly to discuss building wide student activities and events. Teachers participate on other committees to support the climate and culture in the building.

- Title I Program—Students who have been identified as Tier 2 and Tier 3 receive services in reading and mathematics. This program focuses mainly on phonemic awareness, fluency, comprehension, foundational math skills, number sense and computation.

- Technology Committee—District Committee working on a 5-year Tech Plan.

- P.T.O.—Parents and teachers meet six times each year to discuss fundraising and projects that involve parents assisting in the classrooms or at a school wide function.

Component 4: Professional Development

Growing professionally is a critical element to the success at Brentwood. The school administration and correlate committees have developed a timeline and list of priorities for upcoming years to address the areas of growth and learning. In addition to our school level professional development, the school also incorporates district level initiatives.

The current professional development plan at Brentwood Elementary School is focused on increasing student growth in all academic areas and promoting a GRIT. Based on our data, we will focus on the Science of Reading. We will spend time engaged in conversations and professional learning around the Reading and Writing Workshop, engagement, rigor and comprehension. We will also spend time deepening our understanding of the 4C's and Design Thinking. Some specifics for PD are: PLTW, STEM, The 4 C's, Design Thinking, Digital Literacy and Computer Science PD, Reading Workshop Components and Strategies with new reading series, GRIT and Growth Mindset Activities, ILEARN Assessment and Testing Expectations, and the NWEA Platform and resources. We also value teacher leadership, so teachers will share information that they have learned through book studies and or attending conferences.

This will be measured by NWEA data, common assessments, and teacher observations. Response to Intervention will focus on writing, math computation, problem-solving, reading comprehension, reading fluency and vocabulary. Grade level teams collaborate on a weekly basis to plan instruction, analyze student data, and to collaboratively score student work. Each grade level team has worked to develop a curriculum guide focused on the Indiana Standards and assessments to determine the students' level of understanding of the indicators being addressed in the classroom. The instructional teaching staff and instructional assistants will continue to receive training in differentiated instruction and effective instructional strategies

To keep consistent communication, enhance teaching learning and continue to build a positive climate and culture in our building, we will meet throughout the year. The table below shows the type of meetings and dates.

	Teacher Meetings	Committees	Data Meetings (During School Day)
August	1st- **All Staff**	10, 31	24
September	5- Inservice Day	21	-----
October	-----	26	5
November	2	16	30
December	----	7	-----
January	18	-----	11
February	-----	1, 15	------
March	-----	14	7
April	8- Inservice Day	18	-----
May	-----	9	Individually done

Component 5: Highly Qualified Teachers to High Needs Schools

Brentwood Elementary teachers and support staff are highly qualified. There is a clear expectation that the "most trained and experienced" person works with students in the greatest need.

Each team, including specials and special education, have a designated team leader who meets regularly with the principal. The team leader concept is designed to gather staff ideas which are sought out, discussed, refined, and used in many instances. The staff at Brentwood work very hard to provide a quality education with high expectations for themselves and students.

Component 6: Parental Involvement

Brentwood Elementary takes great pride in the number of parents and community members that volunteer at school. Volunteers assist the classroom teachers by providing one-on-one and small group support and assist teachers with daily tasks. Parent conferences and activities are routinely scheduled throughout the school year to increase parent interaction with the school.

- P.T.O.—Brentwood parents and teachers actively participate in the P.T.O. which coordinates fundraising events and activities for our students. The P.T.O. organizes a Super Saturday each year, serves as room parents for the Fall and Valentine's Day parties, and sponsors Donuts with Dad, Muffins with Mom, Carnival, Walk-A-Thon, Magic and Reptile shows, Holiday Shopping along with other various events.

- Classroom Volunteers—Parents and grandparents help in classrooms at a teacher's request. They offer individual and small group tutoring, assist in the computer lab, read to and with students, accompany classes on field trips, and assist with class projects.

- Parent Meetings—Each year an opportunity is given to parents to visit classrooms and meet the teachers.

- Study Buddies—Parents and community members are paired with students for purposes of tutoring and adult mentoring.

- Special Programs—Each year. students are involved in special programming including music programs, an art fair, a science fair, a social studies fair, and outdoor education.

- PL 221 Committees—Parents have participated in the steering committee meetings, as well as many individual subject area meetings.

- Field Day—Each spring the physical education teacher organizes an outdoor field day for the students. Parents run each event and serve refreshments to the children throughout the day.

- Family Nights —parents participate with their children in a science-focused and hands-on activity night at the Imagination Lab.

Component 7: Preschool Transition

Brentwood Elementary School hosts a Kindergarten screening day during the month of July. Plainfield School has a community preschool program, Little Quakers Academy, with 205 students enrolled. Families in our preschool receive information from the preschool director. The Head Start coordinator is in contact with our Preschool Director. The director informs the Head Start Coordinator when kindergarten registration will occur.

Component 8: Teacher Decision Making Using Academic Assessment Results
All teachers base instruction on Indiana College and Career Readiness Standards. To make continuous improvement in all areas of the educational system, periodic benchmarks have been set for reading, writing and math achievement in every grade level throughout the year. Students not meeting these minimum standards are targeted for additional assistance. Teachers meet with the principal, instructional assistants, and special education teacher during the year for team data meetings. The data meeting purpose is to have all teachers part of the decision making, review data and student growth, intervention programming, and action plan next steps for continuous improvement. Data spreadsheets are created and updated throughout the year.

Component 9: Effective, Timely Additional Assistance
The use of ongoing benchmark data, as the base for assessing interventions for children, enables every child to be successful at Brentwood. There is no guessing if a child is struggling or succeeding - the data supports growth or non-growth. Students progress monthly to check growth and improvement. A lack of improvement would necessitate a change in intervention and follow up communication with families. This process continues until the child is on-grade level.

Component 10: Coordination and Integration of Funds
Brentwood Elementary has chosen to coordinate program efforts. We will not consolidate program funds at this time. Funding sources include: Title 111 A: Title IV - Part A; Title 111; IDEA; and PL221

Component 11: Cultural Competency -
Cultural competence is about our will and actions to build understanding between people, to be respectful and open to different cultural perspectives, strengthen cultural security and work towards equality in opportunity. Relationship building is fundamental to cultural competence and is based on the foundations of understanding each other's expectations and attitudes, and subsequently building on the strength of each other's knowledge, using a wide range of community members and resources to build on their understandings.We focus on building relationships with students and families to better understand our community and enhance our learning opportunities.

Teachers receive training on English Language Learners to be better prepared on supporting these learners and how to best implement ILPs.

Component 12: Career Awareness/Development and Employability Standards

Indiana's Employability Skills Standards allow students to be prepared for the ever-changing needs of today's workforce. These standards are to be implemented in the 2019-2020 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, 6-8, 9-10, and 11-12). The standards are based on the National Employability Skill Standards from the Office of Career, Technical, and Adult Education (OCTAE), the Indiana Department of Workforce Development's Employability Skills Benchmarks, and the Governor's Work Ethic Certificate. The standards are arranged within four key areas: Mindsets (M), Work Ethic (WE), Learning Strategies (LS), and Social and Emotional Skills (SE).

Mindsets	**Work Ethic**
Learning Strategies	**Social and Emotional Skills**

Mindsets:

At Brentwood Elementary School, we teach, model and practice a Growth Mindset daily. We emphasize the "Power of Yet" through lessons, common language and visuals. All staff have been part of professional development and book studies to research the best practices to support growth mindsets.

Teachers acknowledge growth and effort consistently through the school day. Students earn incentives for modeling growth mindset. These include Excellence Slips, Mindset Brag Tags and school t-shirts.

Teachers also model making mistakes and using the "think aloud" strategy so that students can see and hear what happens when you learn from a mistake.

Students set goals and track their progress throughout the school year. This strategy helps students recognize their own growth to build self confidence. Students also provide feedback to peers in various activities that promote lifelong learning.

Along with the teachers, our school counselor does specific lessons on self esteem, growth mindset and learning from mistakes with all students.

Work Ethic:

At Brentwood Elementary School, we emphasize the Plainfield's Communities Values: Truth, Dignity, Responsibility, Respect, Kindness, Equal Opportunities, Honesty,

Reliability, Respect for the Environment and Integrity. We do this with lessons, modeling, visuals, announcements, and recognition of students. We also do recognition for attendance by students and by classroom. These values allow us to center on the importance of character building and hard work.

As a school, we also focus on Excellence in Achievements, Attitudes, Actions and Growth Mindset. We simplify these areas with specific traits that would demonstrate excellence in these areas. The teachers discuss and model what it looks and sounds like in all areas of our building. We recognize and reward these traits within our students and staff.

When an issue arises at school, students spend time reflecting with “think sheets”. This allows them time to take perspectives and construct ideas to solve the problem. Students then talk through these issues with adults in the building. These interactions are powerful for student ownership.

Learning Strategies:

At Brentwood Elementary School, we have a variety of strategies to support cognitive work of thinking, remembering and learning. We are consistently modeling effective communication and delivery of ideas. We also provide daily lessons that include student involvement, student choice and student ownership.

Social and Emotional Skills:

At Brentwood Elementary School, we believe the “soft skills” or “social skills” are just as important as the academic skills. We intentionally plan lessons, presentations, activities etc that engage students with collaboration skills, communication skills, perspective taking skills, and self regulation. Teachers model and teach these skills daily.

Our school counselor also has specific lessons for each grade level, building on the grade level before. These lessons are delivered in a way that has student involvement and reflection to deepen understanding.

A few examples of our strategies are as follows:

PBIS behavior matrix, school-wide behavior plans and individual plans per grade level

-we usually have buddy classrooms help students work with a variety of students (different ages)

-collaboration in games in PE class and collaboration in daily classroom activities

-social skills program for students with ASD

-social skills lessons in every grade

Additional Narrative for PL221 Compliance

The teachers and staff at Brentwood Elementary have worked collaboratively to create our school improvement plan around the centralized theme of continuous improvement. Each grade level and correlated area has developed specific action steps to help our school achieve our school's goals. These objectives will be carefully planned, implemented, evaluated, and revised each school year.

Our school goals have been established and shared with all of the stakeholders within the school and school community. While these goals may seem to be set very high, our school community has committed itself to this level of excellence. Each correlated area working on the school improvement plan has established objectives toward achieving the school wide goals. This focus will allow us to meet and exceed our own expectations. Correlate committees shall stay intact from year to year to facilitate continuous growth and yearly evaluation of progress.

Attendance

It is difficult to help students read, write and understand math if they are not in school. Attendance policies were written to allow for typical illness and excused absences. Excessive absences are detrimental to student learning. The instruction a student misses when not at school can never be reconstructed through make-up times. The goal is not to be punitive but to be supportive in solving problems that keep students from school.

Policies are written in our handbook, which is given to each family at the beginning of the year and on the website. Our Assistant Principal oversees attendance in our building. Awards are typically given to classes for weekly attendance rates and students can earn monthly swag tags for monthly perfect attendance.

Technology as a learning tool

The technology initiatives at Brentwood Elementary School are embedded in our school Improvement Plan. Technology is used for several purposes throughout the school day. For example, teachers utilize technology with students to reinforce skills taught in the classroom and to assess students' reading and math progress.

Teachers use NWEA Assessment and Accelerated Reader, Waterford, Education City, Brain pop, Discovery Education, Moby Max, Reading Eggs, Success Maker, IXL, Edulastic, and the Mathseeds programs are utilized to remediate and enrich skills taught in Math and Language Arts. Web based subscriptions are used to build students' background knowledge and to reinforce concepts taught in the classroom. Teachers use Reading A to Z, RAZ Kids to provide leveled reading materials both to

remediate and enrich. Students are also involved in a technology curriculum called Learning.Com.

Safe and Disciplined Learning Environment

Students at Brentwood are aware that their safety is important. Monthly emergency drills are practiced, and all children know what to do in case of a Lock Out, Lock Down, need to evacuate and or seek shelter. Emergency procedures are posted in every classroom. If an emergency warrants its use, the principal will notify the staff that a lockout or lockdown is in place. Adults work continually to keep the building free of safety hazards and any problems noted are fixed immediately.

Brentwood also has a crisis team that is MANDT trained in how to respond to a student in crisis in order to protect the student and the other students in the room.

A school-wide expectations matrix and plan is in place. Teachers teach, model and practice expectations in all areas of the building the first week of school. All areas of the school are supervised when students are present. There is a focus on what students are doing right with clip-up and clip-down slips. Adults teach, model and expect children to display excellence in their actions and attitudes. Community values are posted throughout the building and each month a value is featured and discussed in the individual classrooms and on announcements. Children are encouraged to model the values and are recognized for displaying those values through Character Student of the Month and monthly ticket winners. Social and emotional lessons and activities are used to educate students on positive behaviors, character education, and anti-bullying.There is an annual anti-bullying convocation that the whole school attends. This year our anti-bullying message was done with a video presentation from the principal. There is also an Anti-Bullying Building-wide plan that all teachers are trained on anti-bullying expectations and reporting.

A school nurse is employed on a full time basis to assist with sick or injured children. She maintains communication with parents of children who are absent and serves as the attendance officer in the building. The Hendricks County Sheriff's Department helps with chronic attendance problems through Project Attend.

A full-time Plainfield Police Officer (school resource officer) is on our campus multiple times per day and is available at a moment's notice. Security cameras are in place to monitor outside doors, hallways, the cafeteria, and the parking lot.

All visitors must sign-in at the office with an identification card (ID), where a background check is run before entering the building with students using our Safe Visitor protocol.

Parent and Guardian Communication Regarding Behavior

The staff at Brentwood Elementary are committed to keeping parents and guardians informed on both the exemplary behavior of their students as well as when their students fall short of behavior expectations. It is our goal to work in partnership with parents and guardians to praise students for positive behavior and to problem-solve when their behavior needs improvement.

Statutes and Rules to be Waived

Plainfield Community School Corporation and Brentwood Elementary School staff recognize the importance of having state statutes, rules, and guidelines to assure an equal and fair education for all students. It is the determination of PCSC to not ask that any statutes or rules be waived.

Three-year Timeline for Implementation, Review, and Revision

The strategies employed by Brentwood Elementary staff reflect a comprehensive understanding of data-collection, analysis, and interventions to close the achievement gap. Brentwood Elementary School is a diverse learning community with many quality programs, dedicated staff members, and caring families. The literacy and math focus in the school provides a positive direction for improved student achievement.

A three-year timeline is used for implementation, review, and revision of this Public Law 221 School Improvement Plan. The School Improvement Committee has been consolidated with the Title I Schoolwide Planning Committee. It is through planned programming that Brentwood Elementary School attempts to address the needs of all students. This plan encompasses a three-year timeline for the school years 2023-2024, 2024-2025, and 2025.