

SCHOOL IMPROVEMENT PLAN
2026-2027

BRENTWOOD ELEMENTARY SCHOOL

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Brentwood Elementary School
School Improvement Committee

Julie Zmijewski	Principal, Chair of Committee
Erika Stepp	Assistant Principal
Audra Vanderbush	Teacher, 5th grade
Brandy McCreary	Teacher, 4th grade
Marissa Binole	Teacher, 3rd grade
Ashley Henry	Teacher. 2nd grade
Krissy Sullivan	Teacher, 1st grade
Ashley Davis	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 60 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 multi-language learner interventions are available to students who may need them. Brentwood also has the district's elementary Autism Program, currently serving 14 students in kindergarten through 5th grade. A Life Skills classroom has been added this year that has 11 students in grades K-3.

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 400 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 five 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.

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.

At the end of the 2023 school year, our leadership team took time to reflect and highlight the highs and lows of our year. There was one overarching theme when looking at

struggles: behavioral problems were on the rise. This was impacting the ability to effectively manage the classroom and provide a quality education to all students. More time was being spent on redirecting, repeating basic directions, quieting the classroom, and calming students that had escalated emotions throughout the day.

We realized it was time for a change and time to realize that we needed to find ways to look at each student individually to provide the support they needed. At the district level, we are fortunate to have the support of a Behavioral Therapist who oversees the entire corporation. However, this therapist has a large caseload. We wanted someone dedicated to our school on-site to provide daily support to our students even though it meant giving up two instructional assistant positions to do so.

For the 2024-2025 year, we had a registered behavioral therapist that actively collaborated with teachers by entering their classrooms and assisting in the implementation of visual aids, behavior charts, sensory breaks, and modeling calming strategies. This has been a huge success, and she will continue in this position for the upcoming school year.

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 work 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.

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. 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, Donuts with Grown Ups, pottery painting, and the Brentwood Carnival for our families to enjoy.

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 2025-2026 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-2: NWEA Reading and i-Ready Math

(5) Grade 2, 3: IREAD 3 Assessment

(6) Grade 3-5: IXL Level Up Benchmark testing

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

(8) Grade 3-5: ILEARN Pilot Checkpoints (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
	2022-2023	2023-2024	2024-2025	2025-2026
3	ELA 52% MA 66%	ELA 54% MA 71%	ELA 58% MA 79%	ELA 64% MA 82%
4	ELA 54% MA 63% SC 59%	ELA 60% MA 68% SC 56%	ELA 48 % MA 63% SC 56%	ELA 58% MA 72% SC 60%
5	ELA 55% MA 61% SS 51%	ELA 54% MA 62% SS 50%	ELA 52 % MA 55% SS 39%	ELA 61% MA 55% SS 61%

	IREAD			
	2022-2023	2023-2024	2024-2025	2025-2026
3	90%	93%	93%	88%
2	74%	58%	86%	84%

2025-26 NWEA Benchmark Test Results

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

Grade	BOY	MOY	EOY
Kindergarten	36%	59%	58%
Grade 1	46%	55%	62%
Grade 2	61%	73%	83%
Grade 3	70%	66%	74%
Grade 4	58%	70%	68%
Grade 5	63%	70%	54%

2025-26 NWEA Benchmark Test Results

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

Grade	BOY	MOY	EOY
Kindergarten	48%	56%	76%
Grade 1	46%	69%	71%
Grade 2	55%	71%	70%
Grade 3	71%	77%	77%
Grade 4	68%	64%	79%
Grade 5	66%	73%	72%

Brentwood Elementary ILEARN 2026 Data Analysis

Based on School Performance Codes for ILEARN
Above Proficiency Standard= Strength
Below Proficiency Standard= Weakness

3rd Grade ELA	
Above Proficiency Standard	Below Proficiency Standard
• 3.RC.5- Determine the main idea of a text; recount the key details and explain how they support the main idea. (E) • 3.RC.8- Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order. (E) • 3.CC.4- Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally. (E) • 3.W.2- Write persuasive compositions in a variety of forms that:a. State the opinion in an introductory statement or section.b. Support the opinion with reasons in an organized way.c. Connect opinion and reasons using words and	

phrases.d. Provide a concluding statement or section. (E). • 3.W.3- Write informative compositions on a variety of topics that:a. State the topic, develop a main idea for the introductory paragraph, and group-related information together .b. Develop the topic with facts and details.c. Connect ideas within categories of information using words and phrases. D. Use text features (e.g., photographs, maps) when useful to aid comprehension. e. Provide a concluding statement or section. (E) • 3.W.4- Write narrative compositions in a variety of forms that:a. Establish an introduction (e.g., situation, narrator, characters).b. Include specific descriptive details and clear event sequences.c. Include dialogue.d. Connect ideas and events using introduction and transition words .e. Provide an ending. (E) • 3.W.6- Conduct research on a topic.a. Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).b. Locate information in reference texts, electronic resources, or through interviews.c. Recognize that some sources may be more reliable than others.d. Record relevant information in their own words.e. Present the information, choosing from a variety of formats. (E)	

3rd Grade Math	
Above Proficiency Standard	Below Proficiency Standard
• 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.3 Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit	

fraction as the endpoint on the number line. (E) • 3.NS.4 Represent a fraction, 1/b, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line. • 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.6: Attend to precision. • PS.7: Look for and make use of structure. • PS. 8 Look for and express regularity in repeated reasoning. • 3.CA.1 Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction. • 3.CA.2 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). (E) • 3.CA.3 Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line. Model the properties of 0 and 1 in multiplication using objects or drawings. (E) • 3.CA.4 Model the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Model the properties of 0 and 1 in division using objects or drawings. • 3.CA.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.

- 3.CA.6 Demonstrate fluency with mastery of multiplication facts and corresponding division facts of 0 to 10.
- 3.CA.7 Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
- 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.DA.1 Collect, organize, and graph data from observations, surveys, and experiments using scaled bar graphs and pictographs. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies.
- 3.M.1 Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step, real-world problems involving masses or volumes that are given in the same units or obtained through investigation.
- 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 multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.
- 3.M.6 Find perimeters of polygons given the side lengths or given an unknown side length.
- 3.M.3 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving

addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram). • 3.G.1 Define, identify, and classify four-sided shapes such as rhombuses, rectangles, and squares as quadrilaterals. Identify and draw examples and non-examples of quadrilaterals. (• 3.G.2 Identify, describe, and draw points, lines, and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes. (	

4th Grade ELA	
Above Proficiency Standard	Below Proficiency Standard
• 4.RC.5 Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 4.RC.7 Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text. • 4.RC.12 Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning. • 4.W.5 Conduct research on a topic.a. Identify a specific question to address (e.g., What is the history of the Indy 500?).b. Use organizational features of print and digital sources to efficiently locate further information.c. Determine the reliability of the sources.d. Summarize and organize information in their own words, giving credit to the source.e. Present the research information, choosing from a variety of formats.	• 4.W.6 Demonstrate command of English grammar and usage, focusing on:Nouns/Pronouns - Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) and explaining their functions in a sentence.Verbs - Writing sentences that use progressive verb tenses.Recognizing and correcting inappropriate shifts in verb tense.Using modal auxiliaries (e.g., can, may, must).Adjectives/Adverbs - Writing sentences using relative adverbs (e.g., where, when), explaining their functions in the sentence.Prepositions - Writing sentences that include prepositions, explaining their functions in the sentence.Usage - Writing complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so) correctly. • 4.RC.6 Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).

4th Grade Math	
Above Proficiency Standard	Below Proficiency Standard
• 4.NS.5 Write tenths and hundredths in decimal and fraction notations. Use words, models, standard form, and expanded form to represent decimal numbers to hundredths. Mentally calculate fraction and decimal equivalents for halves and fourths (e.g., 1/2 = 0.5 = 0.50, 7/4 = 1 3/4 = 1.75). • 4. NS. 3 Use fraction models to represent two equivalent fractions with attention to how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to generate equivalent fractions. [In grade 4, limit denominators of fractions to 2, 3, 4, 5, 6, 8, 10, 25, 100.] • 4. NS. 4 Compare two fractions with different numerators and different denominators (e.g., by creating common denominators or numerators, or by comparing to a benchmark, such as 0, 1/2, and 1). Explain why comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols > , = , or < , and justify the conclusions (e.g., by using a visual fraction model). • 4. CA. 8 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. CA. 3 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. Investigate and apply the distributive property. (E • 4. CA. 4 Investigate the mathematical relationship between factors and	

multiples for whole numbers from 1-100, including the set of factors and multiples for given numbers.Identify sets of factors and multiples for any given whole number up to 100.

- 4. CA. 9 Describe the relationship between two terms and use it to find a second number when a first number is given. Generate a number pattern that follows a given rule.
- 4. CA. 5 Solve real-world problems with whole numbers involving multiplicative comparison (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem), distinguishing multiplicative comparison from additive comparison. [In grade 4, division problems should not include a remainder.]
- 4. M.1 Measure length to the nearest quarter-inch, eighth-inch, and millimeter. (E)
- 4. M. 2 Within given measurement systems, convert larger units to smaller units, including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec., and use these conversions to solve real-world problems.
- 4.M.4 Apply the area and perimeter formulas for rectangles to solve real-world and other mathematical problems. Investigate 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. DA. 1 Formulate questions that can be addressed with data. Collect, organize, and graph data from observations, surveys, and experiments using line plots with whole number intervals, single- and scaled bar graphs, and frequency tables. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies.
- 4. M. 3 se the four operations to solve real-world problems involving distances, intervals of time, volumes, masses of objects, and money. Include addition

and subtraction problems involving simple fractions and problems that require expressing measurements given in a larger unit in terms of a smaller unit. • 4. PS.1 Make sense of problems and persevere in solving them. • 4. PS. 2 Reason abstractly and quantitatively. • 4. PS. 3 Construct viable arguments and critique the reasoning of others.	

5th Grade ELA	
Above Proficiency Standard	**Below Proficiency Standard**
• 5. RC. 6 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • 5. W. 1 Write persuasive compositions in a variety of forms that:a. Clearly present a position in an introductory statement to an identified audience.b. Support the position with qualitative and quantitative facts and details from various sources, including texts.c. Use an organizational structure to group related ideas that support the purpose .d. Use language appropriate for the identified audience.e. Connect reasons to the position using words, phrases, and clauses. f. Provide a concluding statement or section related to the position presented. • 5. W. 3 Write narrative compositions in a variety of forms that:a. Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).b. Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions.c. Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.d. Use precise	• 5. RC. 11 Select and apply context clues (e.g., word, phrase,sentence, and paragraph clues) and text features to determine the meanings of unknown words. • 5. RC. 14 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. CC. 6 Review claims made in various types of media and evaluate evidence used to support these claims.

and expressive vocabulary and figurative language for effect. Provide an ending that follows from the narrated experiences or events.	

5th Grade Math	
Above Proficiency Standard	Below Proficiency Standard
• 5. NS. 1 Use a number line to compare and order fractions, mixed numbers, and decimals to thousandths. Write the results using > , = , and < symbols. • 5. CA. 4 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. 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. DA. 1 Formulate questions that can be addressed with categorical and numerical data and make predictions about the data. Collect, organize, and graph data from observations, surveys, and experiments using line plots with fractional intervals, histograms, or other graphical representations that appropriately represent the data set. • 5. PS. 4 Model with mathematics. • 5. PS. 5 Use appropriate tools strategically.	• 5. PS. 6 Attend to precision • 5. CA. 9 Add, subtract, multiply, and divide decimals to hundredths, using models or drawings and strategies based on place value or the properties of operations. Describe the strategy and explain the reasoning. • 5. CA. 6 Use visual fraction models and numbers to divide a fraction by a fraction or a whole number. • 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.

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 team meetings 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, IXL, 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	Wonders Fundations (K-2) Novels Picture Books Heggerty	*Wonders Small Group *Lindamood Bell: Seeing Stars, Visualize & Verbalize, LIPS *Story Works *Scholastic Guided Reading Short Reads	IXL Edulastic Learning A-Z ABCYa Readworks BookBreak Epic
Writing	Top Score Writing Pattern-Based Writing Wonders 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	IXL Edulastic Mountain Math Marcy Cook Cool Math for Kids Prodigy Khan Academy
Science	PLTW		Scholastic News Discovery Ed Defined Learning 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. Teachers supplement instruction in small groups with high interest, leveled books to increase engagement. Guided Reading strategies and Wonders resources are used to teach and assess reading skills. Grades K-2 will also have a Fundations block to strengthen phonemic

awareness, phonics and word study, vocabulary, automaticity/fluency, and comprehension. K/1 utilize Heggerty Phonemic Awareness Curriculum to kick off their whole group instruction, and grades 2 and 3 use it during intervention. 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. This year, we will be doing the same book as a corporation- all five schools will be reading the same book at the same time.

Writing (K-5): Brentwood teachers intentionally put time in their ELA block to focus on growing our practice for written response to literature and non-fiction writing. Teachers focus on the inferencing process as they are teaching students to answer comprehension questions in writing using the RACE method. 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. Grades 1-5 are broadening their tool base by incorporating Top Score Writing lessons and Wonders materials into their instruction. 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 twelve 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. IXL, Heads Up Math, Math Seeds, 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 IXL, Math Seeds, Prodigy, and Khan Academy to challenge themselves with more rigorous problems. Teachers also develop special math based projects and performance tasks to give 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 classroom 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.

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. 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 had 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, research skills, computer science standards, and a variety of other life-long technology skills. In addition, staff spent time over the summer developing a Makerspace and a 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-5
- 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
- provide detailed ILEARN Checkpoint data to teachers for planning purposes
- have literacy blocks in grades 1-5 where reading and writing are combined
- work to enhance writing instruction through use of a new writing curriculum
- strengthen RACE written responses in grades 2-5
- work on writing and reading stamina for students
- 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
- continue our work with the 4C's

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.

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.

Regular 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.

This year, we will also utilize ILEARN Checkpoint data to have a fluid grouping in grades 3-5 and focus on targeted skills. IXL will be a tool utilized to provide additional instruction on standards covered in each checkpoint for both math and ELA. Teachers are learning to use the PLD's from IDOE to dive deeper into standards to see what "proficient" truly looks like and how to remediate students that haven't met that level of mastery yet for each standard.

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 Reading Eggs and IXL.

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 IXL.

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.The only exception to this is our life skills program which has students from grades K-3 and is self-contained.

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.

Multilingual Learners (ILP): Approximately 10% of Brentwood students qualify for additional services through our Multilingual Learner (ML) 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, ML 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 ML students focuses on skills in the areas of phonemic awareness, vocabulary, fluency, and comprehension skills. These students receive daily 30- 45 minutes of ML individual or small group instruction beyond the core literacy program directed by an instructional assistant and overseen by an ML 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 ML 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 ML core curriculum (Wonders) materials, WIDA designed lesson plans, SIOP model materials for classroom teachers, Raz Kids, English in a Flash, Rigby ELL leveled readers, Lexia, and 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 serve 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.

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, Pottery Holiday Painting, and the Brentwood Music Program.

Finally, Brentwood has partnered with a variety of local businesses to provide authentic learning experiences for all students. 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. Some examples: 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 do activities to strengthen problem solving skills and develop college and career ready students by intentionally teaching effective communication, critical thinking, creativity, and collaborative skills.

F. Discipline Data

Brentwood Elementary Discipline Statistics 2025-26

Discipline Incidents = 183

GRADE				GENDER			
Total Discipline Incidents		183		Total Discipline Incidents		183	
Grade	KG	31	16.94%	Female		38	20.77%
Grade	1	68	37.16%	Male		145	79.23%
Grade	2	14	7.65%				
Grade	3	22	12.02%				
Grade	4	12	6.56%				
Grade	5	36	19.67%				
ETHNICITY				**SOCIOECONOMIC STATUS**			
Total Discipline Incidents		183		Total Discipline Incidents		183	
American Indian		0	0.00%	Free		120	65.57%
Asian		1	0.55%	Reduced		6	3.28%
Black		57	31.15%	Paid		57	31.15%
Hispanic		21	11.48%				
Multi-Race		18	9.84%				
Native Hawaiian		0	0.00%				
White		86	46.99%				
SPECIAL EDUCATION							
Total Discipline Incidents		183					
Special Education		94	51.37%				
General Education		89	48.63%				

SUSPENSIONS = 40

GRADE				GENDER			
Total Discipline Incidents		40		Total Discipline Incidents		40	
Grade	KG	9	22.50%	Female		9	22.50%
Grade	1	19	47.50%	Male		31	77.50%
Grade	2	3	7.50%				
Grade	3	6	15.00%				
Grade	4	1	2.50%				
Grade	5	2	5.00%				
ETHNICITY				**SOCIOECONOMIC STATUS**			
Total Discipline Incidents		40		Total Discipline Incidents		40	
American Indian		0	0.00%	Free		26	65.00%
Asian		0	0.00%	Reduced		2	5.00%
Black		7	17.50%	Paid		12	30.00%
Hispanic		7	17.50%				
Multi-Race		10	25.00%				
Native Hawaiian		0	0.00%				
White		16	40.00%				
SPECIAL EDUCATION							
Total Discipline Incidents		40					
Special Education		17	42.50%				
General Education		23	57.50%				

EXPULSIONS = #REF!

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: Develop knowledge and understanding of the world around students by engaging in meaningful, literacy-rich experiences.

Strategies:

- Implement our new reading curriculum, Wonders, with fidelity to all students.
- Fundations will be implemented in grades K-2 to strengthen phonemic awareness, phonics and word study, vocabulary, automaticity/fluency, and comprehension.
- 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 District, One Book Challenge.
- Students will be encouraged to read more often in the classroom and at home.
- Students will read for enjoyment, learning, and exploration.
- 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: Students will demonstrate increased proficiency in writing by developing skills in organization, grammar, sentence structure, and clarity, aligned with grade-level Language Arts state standards.

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 utilize Top Score Writing to 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 overall student math proficiency to 80% as measured by IXL and ILEARN assessments.

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.
- IXL will be another tool used for additional remediation.

Goal 4: Develop a schoolwide program that promotes positive behavior through clearly defined expectations, consistent rules and procedures, proactive supports, and prevention strategies to ensure success for all students.

Strategies:

- All students will start the year with a presentation on behavior expectations by the principal and assistant principal.
- Teachers will teach and support social behavioral expectations daily
- Behavioral committee will review and update the school-wide behavior incentive systems throughout the school year
- All staff will encourage positive behavior through the ticket reward system
- Counselor will do monthly lessons in each classroom that promote positive behavior and skills
- Counselor will meet with small groups of students from each grade level during lunch weekly to focus on overarching themes of friendship, leadership, communication, and perseverance

Component 3: Instruction by Highly Qualified Teachers

Teacher Name	Teaching Assignment	HQ Status	Location of verification form and Supporting documentation
Debra Sabin	Life Skills	Yes	Central Office -HR
Valerie Fritchie	Kindergarten	Yes	Central Office -HR
Ashley Davis	Kindergarten	Yes	Central Office -HR
Mackenzie Cochrun	1st Grade	Yes	Central Office- HR
Amanda Gerbick	1st Grade	Yes	Central Office -HR
Krissy Sullivan	1st 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
Carin Kaminski	3rd Grade	Yes	Central Office- HR
Sarah Record	3rd Grade	Yes	Central Office -HR
Brandy McCreary	4th Grade	Yes	Central Office -HR
Jennifer Goodin	4th Grade	Yes	Central Office -HR
Jennifer Gray	4th Grade	Yes	Central Office -HR
Mallory Phillips	5th Grade	Yes	Central Office -HR
Adrianna Thompson	5th Grade	Yes	Central Office -HR
Audra Vanderbush	5th Grade	Yes	Central Office -HR
Rachel Barker	5th Grade Math/Art	Yes	Central Office -HR
Lindsay Kelley	Special Ed	Yes	Central Office -HR
Katie Egenolf	Speech Pathologist	Yes	Central Office -HR
Kaitlyn Payson	ASD- Sped	Yes	Central Office- HR
Andrea Williams	PE	Yes	Central Office -HR
Kaylee Wilson	Music	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 monthly during the year to discuss fundraising and projects that involve parents assisting in the classrooms or at a school wide function.

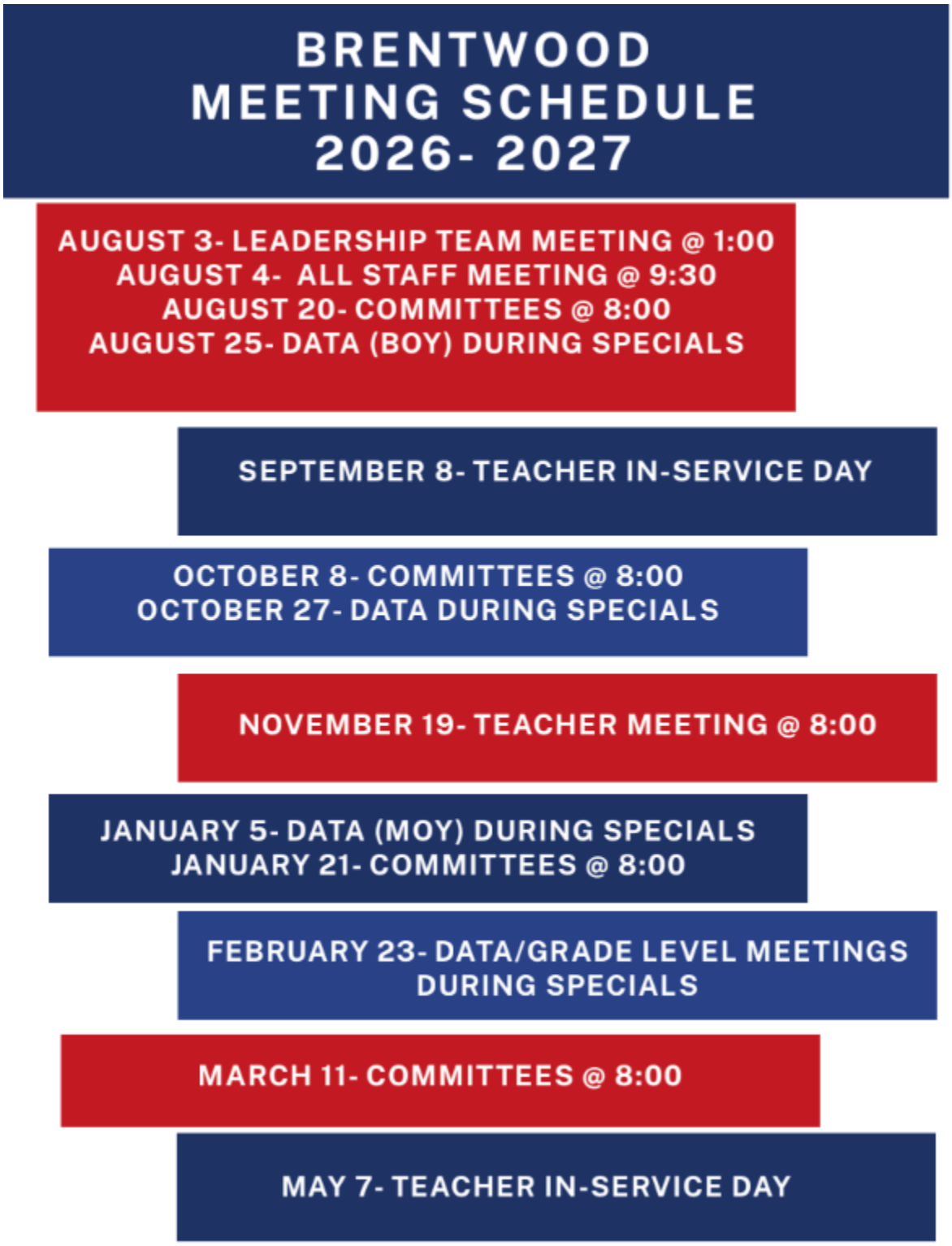
Component 4: Professional Development

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 is focused on the Science of Reading, utilizing i-Ready math, PLC improvements and use of data, Fundations, and Wonders implementation.

Grade level teams collaborate on a weekly basis to plan instruction, analyze student data, and 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 teacher learning, and continuously build a positive climate and culture in our building, we will also meet throughout the year. The table below shows the type of meetings and dates.



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.

- Special Programs—Each year. students are involved in special programming including music programs, wax museum, science fair, 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.

Component 7: Preschool Transition

Brentwood Elementary School hosts a Kindergarten screening day during the month of July. The Plainfield School District has a community preschool program, Little Quakers Academy, with approximately 200 students enrolled. Families in our preschool receive information from the preschool director. The Head Start coordinator is in contact with our Preschool Director and is notified 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, design intervention programming, and organize 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. Student progress is assessed 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 regarding Multilingual Learners in order to be better prepared while supporting these learners and properly implementing 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 incorporate the use of the “think aloud” strategy so 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.

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 shared language related to Social Emotional Learning begins early and students carry these skills and techniques into all grade levels while at Brentwood. This helps strengthen our school culture and assists all staff members with knowing which skills to encourage when a student needs support. For example, students learn and practice specific deep breathing techniques year after year (cupcake breathing and rainbow breathing). Additionally, students use and model language to support conflict resolution and the use of “I feel” statements to help with communicating their emotions and maintaining friendships.

A few examples of our strategies are as follows:
-PBIS behavior matrix, school-wide behavior plans, and individual plans per grade level
-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 is on the website. Our Assistant Principal oversees attendance in our building. Awards are given to the top grade level each month. We have also added in "surprise" celebration days- students that come to school on an unknown day get to participate in some sort of fun, unexpected activity.

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, i-Ready, Education Discovery Education, Moby Max, Reading Eggs, IXL, Edulastic, and the Mathseeds programs 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 and RAZ Kids to provide leveled reading materials for remediation and enrichment.

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 for 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 daily 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 2026-2027, 2027-2028, and 2028-2029.