

# ***U.S. Department of Education***

## ***2022 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I      [ ] Charter      [ ] Magnet [ ] Choice

Name of Principal Mrs. Julie Zmijewski

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Brentwood Elementary School

(As it should appear in the official records)

School Mailing Address 1630 Oliver Avenue

(If address is P.O. Box, also include street address.)

City Plainfield State IN Zip Code+4 (9 digits total) 46168-2099

County Hendricks County

Telephone (317) 839-4802

Fax (317) 838-3991

Web site/URL

<https://www.plainfield.k12.in.us/o/brentwood-elementary-school>

E-mail jzmijewski@plainfield.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Scott Olinger E-  
mail [solinger@plainfield.k12.in.us](mailto:solinger@plainfield.k12.in.us)  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Plainfield Community School District Tel. (317) 839-2578

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Jessica Elston  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

\*Non-public Schools: If the information requested is not applicable, leave blank.

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2021-2022) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district  
(per district designation):      5 Elementary schools (includes K-8)  
    1 Middle/Junior high schools  
    1 High schools  
    1 K-12 schools  
  
    8 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

[ ] Urban (city or town)  
[X] Suburban  
[ ] Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	49	41	90
1	37	38	75
2	33	27	60
3	34	34	68
4	42	38	80
5	37	31	68
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	232	209	441

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):	<u>0</u> % American Indian or Alaska Native <u>1.8</u> % Asian <u>9.3</u> % Black or African American <u>8.8</u> % Hispanic or Latino <u>0</u> % Native Hawaiian or Other Pacific Islander <u>71.7</u> % White <u>8.4</u> % Two or more races <b>100 % Total</b>
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(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1, 2020	424
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Afrikaans, Amharic, Arabic, Bengali, Fon, French, Gujarati, Haitian Creole, Japanese, Nepali, Punjabi, Spanish, Swahili, Tigrinya, Yoruba

English Language Learners (ELL) in the school: 9 %

38 Total number ELL

7. Students eligible for free/reduced-priced meals: 34 %

Total number students who qualify: 149

8. Students receiving special education services with an IEP or 504: 20 %  
89 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>13</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>3</u> Developmental Delay	<u>11</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>63</u> Speech or Language Impairment
<u>5</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1      23:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X      No

If yes, select the year in which your school received the award.      2010

15. In a couple of sentences, provide the school's mission or vision statement.

Bringing Joy to Learning. Our ability to balance test scores with joy, exploration, curiosity, collaboration, and growth are part of what makes Brentwood Elementary a special school and part of an excellent school corporation.

16. Provide a URL link to or text of the school's nondiscrimination policy.

<http://go.boarddocs.com/in/plainfieldin/Board.nsf/goto?open&id=BSCUVJ7DE78D>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## **PART III – SCHOOL OVERVIEW**

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Brentwood Elementary School first opened its doors in 1963 in a residential area on the east side of Plainfield, Indiana. Plainfield has since transformed into a vibrant, growing suburb with easy access to downtown Indianapolis and the Indianapolis International Airport.

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.

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 need additional support 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 Carnival for our families to enjoy.

While the Covid-19 pandemic has 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.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:**

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 Professional Learning Community's (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.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

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. 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.

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 professional development to launch writer's 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.

### **1c. Mathematics curriculum content, instruction, and assessment:**

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.

**1d. Science curriculum content, instruction, and assessment:**

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 use the Science Fusion curriculum as their anchor instructional resource. While it provides a scope and sequence for the science standards, experiential learning is the preferred method of delivery for students.

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. Our special area teachers have developed STEAM Fridays, a program developed to work directly with our community partners to enrich our students' experiences.

One major bonus is the access for each student to our Plainfield Community School's Imagination Lab each month. The lab is in its fourth 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 separate Robotics room to show our dedication to our students and families.

**1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

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 engaged 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 take a walking field trip through the community. They visit several key buildings and institutions and learn about the foundation and development of their hometown. 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.

**1f. For secondary schools:**

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

The Plainfield school community supports the arts by providing schools with the necessary staff, building infrastructure, and resources. As a result, students have the opportunity to attend 45-minute daily specials in art, music, and physical education. This three day rotation of classes is taught by qualified teachers who strive to open students' minds to the world of visual art, music, and physical activities to live a healthy lifestyle. Our students have a separate weekly scheduled time to visit the library to check out new reading materials as a class, but they also have the opportunity daily to visit on their own during open check-out periods.

Brentwood art classes engage students in various forms of art design development. Students experiment with a wide range of materials and tools while working through art-making approaches. It is an excellent opportunity for students to learn by trial and error while pushing through to the final product. Student artwork is proudly hung throughout the hallways of Brentwood for all to enjoy, and each individual student has an Artsonia account that gives parents and family members the ability to see a portfolio of student work and order prints if desired.

Students receive performing arts instruction during their music class. They focus on the four national core arts standards including create, connect, perform, and respond. Students learn how to play a variety of rhythm and percussion instruments, xylophones, handbells, recorders, and ukuleles to help develop the skills for more advanced options in middle school. In the classroom, students participate in two talent shows per year to help teach them how to perform in front of an audience. Students then prepare for an all-school music program at the end of the school year which includes songs from each grade level on a large stage.

Physical education classes are standards-based and cover areas such as gross motor and physical fitness skills to game strategies and sportsmanship. The power of "yet" are emphasized during each daily lesson through collaboration. Students do a daily "nutrition question of the day", short skills challenge, and then move into 5 minutes of running or jump roping to work on strength and endurance prior to the actual lesson of the day. Lessons readily integrate other subjects to provide students the chance to make connections and better understand concepts throughout the year.

Brentwood special area teachers developed STEAM Fridays in 2020 as our school moved towards incorporating STEM into our entire curriculum. All students participate in STEAM challenges on Fridays during their specials time and enjoy hands-on activities that teach new skills and connect them to community members. Monthly themes are developed around the local business that is sponsoring that month.

In 2019, Plainfield opened The Imagination Lab, a renovated space designed and furnished to provide hands-on, experiential STEM odysseys to enrich core classroom curriculum. The Imagination Lab provides collaborative workspaces, 3D printers, sound booths and green screen rooms, robots, an interactive, walk-through human heart, an outdoor learning garden, along with many other features. Following a four-week, repeating schedule, all Plainfield elementary students visit the lab for a 90-minute odyssey each month. During each visit, students rotate through stations that focus on exploration, learning through mistakes, and creativity. This highly anticipated monthly experience helps keep students engaged in learning.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

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 specific 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: 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 done in small groups to allow for more individualized help on basic math skills, problem solving, and math fact development. Programs utilized include: Envision Intervention Kit, Heads Up Math, and Mountain Math. Tier 3 students do more work on the computer-based interventions through Successmaker, Moby Max, Mathseeds, and Waterford Math.

#### **3b. Students performing above grade level:**

Brentwood high ability students are provided opportunities for accelerated and enriched experiences that cultivate sustained higher achievement through implementation of rigorous, relevant, and differentiated instruction. The QuEST program, (Quaker Exemplary Student Track), has various components with a specific emphasis based upon the age of the student and the appropriate service level for the age group.

Students in K-2 are put grouped into small clusters with advanced skill instruction and expectations. Language Arts high ability students are identified and placed in advanced guided reading groups for instruction. Students are challenged with advanced literature and small group literacy circles. Students are exposed to advanced vocabulary word sets and additional writing experiences. Math identified students are grouped in clusters of high ability students who receive exposure to advanced problem solving and critical thinking.

English Language Arts identified students in grades 3-5 are also grouped and provided advanced ELA instruction through leveled reading texts and Navigator developed book studies. Students are challenged with designed tasks centered on a higher level of Bloom's Taxonomy. (Identified students also work with an advanced vocabulary curriculum through the Caesar's English program, IDOE novel units prepared specifically for advanced learners, as well as classical novel study.)

Math students that are identified as high ability at Brentwood learn accelerated topics and curriculum beyond their grade level standards beginning in third grade. The students identified for the math QuEST program will access the general third grade math curriculum with exposure to limited fourth grade

standards. Accelerated fourth grade students are exposed to both the fourth and fifth grade math curriculum with the expectation of mastering two years of math curriculum in one year. Identified accelerated fifth grade math students are exposed to both the sixth and part of seventh grade.

### **3c. Special education:**

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.

### **3d. English Language Learners, if a special program or intervention is offered:**

Approximately 9% 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.

**3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Brentwood has adopted a school-wide Positive Behavior Interventions and Support (PBIS) system which incorporates community values and essential skills into the student's daily environment. A Community of Values program was created in 1991 by the previous Superintendent of our school corporation in collaboration with the town of Plainfield as well as the police department and local businesses to establish one value per month that would be incorporated into our curriculum. More than 30 years later these values are still at the foundation of our instruction.

The 12 monthly community values are equal opportunity, honesty, reliability, respect for the environment, integrity, justice, respect for law and rules, truth, dignity/self-esteem, responsibility and accountability, respect for others' rights, and kindness. We believe that our student's social and emotional growth can be directly influenced by these values. As students learn and begin integrating these ideas into their thoughts, their mindset begins to change and develop supportive learning environments with their peers.

The PBIS system that we have in place includes these monthly values. After explaining to the students how to integrate the values and skills into their daily life, monthly posters are positioned in classrooms and in heavily populated areas as a daily reminder. As students engage in these skills, they are rewarded with tickets which can be later drawn for prizes. The students are very motivated by the tickets and therefore it is a positive way to reinforce good behavior. These positive actions often affect their academic performance as well.

We take pride in the community of values program as it not only supports our students but also has a direct influence on their character. These values and skills are often necessary for success in college and career development. Because this program was created by our local businesses, the list includes proficiencies that they are looking for when hiring personnel.

Our school corporation was fortunate in that we only participated in remote learning for approximately three months in March 2020. Since that time, we have been in school full time and maintained student engagement through our community values and skills.

### **2. Engaging Families and Community:**

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 for student moves through Brentwood. It has created a safe and positive environment for students 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.

### **3. Creating Professional Culture:**

The motto of “push hard, love harder” is embraced by all at Brentwood. Every staff member, regardless of their position, takes ownership of student learning and well-being. Each team member holds value which builds a strong positive culture in our building. Staff appreciation celebrations take place throughout the year, and our social committee is an intricate part of the school family to aid in celebrating life events of our school team members.

Brentwood’s daily schedules are created and followed to give common planning time to grade levels and special areas in order to foster a culture of collaboration and teamwork. Teachers appreciate this time during their day to focus on student learning and planning of upcoming events and lessons.

The Plainfield Community School Corporation was proactive and hands-on during the shift to virtual learning in March of 2020. Teachers and administrators had to pivot quickly to provide the exceptional instruction that our students and families have been accustomed to. Administration acknowledged the new demand on teachers and changed the academic calendar to provide additional needed lesson development time to the staff. Classroom teachers developed Google Classrooms and worked to prioritize standards that needed to be covered for the remainder of the school year.

In preparation for the 2020-2021 school year, our district worked with the Plainfield Town Council to ensure every student had a device for virtual learning. This was a game changer for our teachers and younger students in particular because it ensured that all students would have access via a Chromebook whether they were learning in-person or virtually.

In addition to supplying students with additional support and materials needed for hybrid learning, several new teaching positions were created to focus on virtual learners and allow classroom teachers to focus instruction on in-person learning. A licensed teacher worked with two grade levels of virtual learners each day to teach the curriculum and assist with assignments. Teachers took part in monthly professional development on technology resources such as: Google Meets and Forms, Flipgrid, Peardeck, and Kami. This new technology is now a valuable piece of instruction even now that we are back solely to in-person learning.

### **4. School Leadership:**

The Brentwood principal receives unwavering support from the upper Plainfield administration and collaborates regularly with the other elementary principals. She feels strongly that each voice is important and collaboration within the school is vital to focus on making decisions that emphasize the student’s best interests at all times. She leads with clear, honest communication and an open-door policy to build a culture where teachers are empowered to be innovative, creative, and student-centered.

Brentwood is led by one administrator, one teacher that acts as an “assistant to the principal,” and a leadership team made of grade level, special area, and special education teachers. This group of chosen leaders work as a team to set goals, solve problems, and improve the daily environment at Brentwood for both staff and students. They discuss school-wide PBIS, celebrations of student success, expectations around teaching and assessment, and work together to overcome obstacles that arise in our school. A shared vision has allowed Brentwood to gain strong support of the school’s stakeholders for new initiatives.

Teacher leadership roles are implemented through committees such as STEAM committee, school culture, and excellence convocations. Teacher leaders have developed programs such as student STEAM

Ambassadors, Red Ribbon Week activities, math fact challenge celebrations, and support for buddy classrooms during state testing.

Our administrator sets the academic tone and works actively with teachers to develop and maintain high curriculum standards, assessment criteria, and establish performance goals and objectives. There is a core belief that student engagement is a vital factor in successful learning. Innovative and creative are celebrated as ways to bring joy in to learning.

Our administrator believes that we have to work together with our parents, caregivers, and community to give our students the best education possible. Open, two-way communication with all families is a must. We communicate through our website, school newsletters, teacher weekly updates, social media, and ParentSquare on a regular basis. Parents are able to reach the school using various platforms which gives them a voice and allows them to share in their child's learning experience.

## **5. Culturally Responsive Teaching and Learning:**

Brentwood staff focuses on making school a special, safe place for every single child no matter their background or special needs. Teachers find ways to make learning experiences diverse and inclusive to all learners, and our dedicated staff is committed and willing to change their practices to meet the needs of our student population.

Brentwood's school counselor plays a crucial role with our students and families. She acts as the liaison with outside professionals to provide a continuum of support and link families to resources such as housing, food, and mental health crisis management services when the need arises. In the school setting, she promotes acceptance, kindness, and assists students in building skills to solve conflicts through whole group, small group, or one-on-one sessions based on teacher or parent recommendations. She leads a "month of kindness" initiative in December and also focuses monthly classroom lessons on healthy lifestyle choices, anti-bullying, and coping skills to become a better student and member of our Brentwood community. She helps students see the importance of celebrating the unique contributions that each individual makes to build our school culture.

At the start of the pandemic, building administration worked with families to make certain each had a device at home and internet connections for virtual learning. They also partnered with the public library to get Wi-Fi extenders for students in areas where internet service was not readily available. Free lunches were also provided in locations throughout our community.

The staff has been through many training sessions regarding trauma and how to implement support in the classroom. Book studies and teacher in-service days in the past couple of years have also provided an avenue for teachers to look at diversity through a different lens. They took part in simulations and discussions to think deeply about our varying student backgrounds and to make changes in their classrooms to strengthen the connections made with each student. Student literature and materials used in their rooms have been enhanced and broadened to stay culturally relevant. Brentwood and the Plainfield Community School Corporation have many committees of teachers, administrators, and community members to review and revise the curriculum to make the curriculum rich with diversity and inclusive to all students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The single practice that has most influenced Brentwood's success is alluded to in the school's mission, "Bringing Joy to Learning." We believe that student academic achievement is closely tied to their desire to be at school and engage in learning. Teachers focus on student engagement, prioritize building strong relationships with students, and even surprise students with unanticipated, fun activities to stimulate their creativity and intellect.

Brentwood will be designated a STEM Certified School by the Indiana Department of Education as of May 2022. Our recent push for STEM integration is a natural fit and a way to energize our instruction to hook our students with active learning. Students are eager to participate and look forward to hands-on learning through programs such as Project Lead the Way, DefinedLearning, and design thinking projects.

Teachers are enthusiastic about developing new learning opportunities for their students and feel motivated to come to school each day because they know they are developing life-long skills in their students. This past summer, teachers worked together to transform areas of our building into a Makerspace, Robotics Room, and an outdoor learning center to provide more room to bring authentic learning opportunities and more engaging material to their students.

Student clubs are another way that engages our students and helps them build strong relationships at Bentwood. Teachers have developed a wide range of clubs such as: Brentwood Bakers, Choir, Running, Kickball, Games, Four Square, Art, Math Bowl, STEM Ambassadors. Our Robotics Club, made up of fourth and fifth graders, has grown tremendously over the past few years and is sending four teams to the Worlds Vex-IQ Competition in Texas in May of 2022.

We are convinced that our emphasis on increasing student engagement has, more than any other strategy, improved both student achievement and behavior. In many ways, we have simplified our recipe for success. We hire good teachers who teach what is most important using proven methods that engage students in learning. This is why "Bringing Joy to Learning" is both our mission and most effective improvement strategy.