

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter    Title I    Magnet    Choice

Name of Principal: Mr. Patrick Cooney

Official School Name: Brentwood Elementary School

School Mailing Address:  
1630 East Oliver Street  
Plainfield, IN 46168-2099

County: Hendricks    State School Code Number\*: 2763

Telephone: (317) 839-4802    Fax: (317) 838-3991

Web site/URL: <http://www.plainfield.k12.in.us/index.php/schools/brentwood.html>    E-mail:  
[pcooney@plainfield.k12.in.us](mailto:pcooney@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 that to the best of my knowledge all information is accurate.

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

Name of Superintendent\*: Mr. Scott Olinger

District Name: Plainfield Community School Corporation    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 that to the best of my knowledge it is accurate.

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

Name of School Board President/Chairperson: Mr. David Mansfield

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager ([aba.kumi@ed.gov](mailto:aba.kumi@ed.gov)) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 1        | High schools                      |
|          | K-12 schools                      |
| <b>6</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 10661

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 6 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K	54	60	114	7			0
1	60	56	116	8			0
2	62	57	119	9			0
3	65	52	117	10			0
4			0	11			0
5			0	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							466

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
3 % Two or more races  
**100** % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 14 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)].	65
<b>(4)</b>	Total number of students in the school as of October 1.	466
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4).	0.139
<b>(6)</b>	Amount in row (5) multiplied by 100.	13.948

8. Limited English proficient students in the school: 5 %

Total number limited English proficient 23

Number of languages represented: 9

Specify languages:

Arabic, Spanish, Korean, Gujarati, Igbo, Urdu, French, Korean, Romanian

9. Students eligible for free/reduced-priced meals: 29 %

Total number students who qualify: 135

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %

Total Number of Students Served: 55

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u>4</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>8</u>	<u>0</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff	<u>11</u>	<u>0</u>
Total number	<u>50</u>	<u>0</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	99%	98%	98%	99%
Daily teacher attendance	96%	97%	97%	96%	97%
Teacher turnover rate	0%	3%	13%	13%	7%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

The teacher turnover rate at Brentwood Elementary climbed over 12% in 2005 and again in 2006. In 2005, two teachers had their first child and decided to stay at home until their child is of school age. One teacher decided to retire from teaching and one teacher moved on to become an administrator in a different school corporation. In 2006, one teacher left teaching due to illness, one teacher decided to stay home after having her first baby, one teacher moved to a different state, and one teacher had her position transferred to a different school within the community.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
<b>Total</b>	<u>0</u>	%

## PART III - SUMMARY

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The mission at Brentwood Elementary reads: Expectation of Excellence in Attitudes, Actions, and Achievement. One can see the reality and life of this mission each and every day by spending time observing classrooms or watching students as they walk through the hallways. Every individual who has involvement with the school has dedicated their time and energy to the achievement of this mission for every child that Brentwood serves. These stakeholders include the students, teaching and support staff, the building principal, and the countless number of parent and community volunteers who work with our students on a daily basis. However, regardless of the many achievements that the school community has received, the staff seeks new ways to improve the school in order to maintain continuous improvement.

Brentwood Elementary is a primary school building that serves students from kindergarten through grade three. It is located in a residential area in Plainfield, Indiana which is west of Indianapolis. The school can be described as a suburban school and serves 466 students. While there is not much diversity in terms of ethnicity among the student population, the student body in itself is unique. The population reflects both economic diversity and a variety of backgrounds. The students that attend Brentwood may come from homes that are either in one of many neighborhoods or in rural settings, one of the many apartment buildings or rental homes within the community, or the local mobile home community. Twenty nine percent of the student body qualifies for free or reduced lunches.

Brentwood Elementary has many strengths beginning with the student population. The students come to school on a daily basis with much enthusiasm and a strong desire to learn. The teaching staff has excelled in differentiating instruction so that every student achieves his or her maximum potential resulting in no child being left behind. Brentwood has been successful in developing an instructional program that is designed to meet the needs of individual students. Instruction is primarily delivered in small groups. This allows the teaching staff to both remediate and enrich students according to their unique needs. Brentwood has designed an intense intervention program for students who may be falling behind or need additional instruction. Much of the success of the school can be attributed to the outstanding community support that it receives. Countless parent and community volunteers spend time working with our students. The school community is proud of the fact that Brentwood has been recognized as a Four Star School by the State of Indiana five out of the last six years. Brentwood missed achieving Four Star School status this year due to a decrease in the student attendance rate, even though the school achieved its highest test scores as measured by the state-wide assessment.

The strengths of Brentwood Elementary, the instructional program, and the school community will be highlighted throughout this application. We believe our school is unique in the fact that every activity that occurs at the school is focused upon meeting the individual needs of the students in which it serves. We believe that it is for these reasons that Brentwood Elementary School is worthy of Blue Ribbon School status. We hope that after reviewing this application you will share the same opinion of our school as we do.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A careful review of the Indiana Statewide Testing for Educational Progress (ISTEP+) data for Brentwood Elementary indicates that our students have made significant progress in regards to achievement as a school and across subgroups. The percentages of students who have passed the reading and mathematics portion of the Indiana Statewide Testing for Educational Progress (ISTEP+) exam have consistently increased from 85% passing in 2004 to 96% passing reading in the spring of 2009 and 85% passing in 2004 to 95% passing mathematics in 2009. In contrast, the average percentage passing for students across the State of Indiana remained consistently flat. Indiana's third grade students decreased from 74% passing in 2004 to 73% passing reading in 2009 and also decreased from 76% passing in 2004 to 75% passing mathematics in 2009. The percentage of students who have scored in the advanced category at Brentwood Elementary has increased from 9% to 26% in reading and from 21% to 46% mathematics during the same time period. A review of the data also indicates that the achievement gaps between subgroups have continued to close during these years and is highlighted by 100% of our special education students passing the reading portion of the Indiana Statewide Testing for Educational Progress (ISTEP+) exam in 2009. Overall, this increase in achievement has caused the ISTEP+ scores for the students at Brentwood Elementary to become consistent with other Indiana schools scoring in the 95<sup>th</sup> percentile across the State. Additional information regarding the Indiana Statewide Testing for Educational Progress (ISTEP+) scores for Brentwood Elementary can be located on the Indiana Department of Education's website by visiting [www.doe.in.gov](http://www.doe.in.gov).

An observer can find many positives when delving deeper into the results of the Indiana Statewide Testing for Educational Progress (ISTEP+) exam. The students at Brentwood Elementary have made significant growth in the areas of reading, mathematics, and writing. However, our challenge is to determine what can be done and where efforts need to be extended in order to continue to improve the scores that have been achieved. After analyzing the data, it became apparent that there are areas of strength and areas of need. Overall, the Brentwood Elementary School Improvement Plan was written and implemented to foster every student's continuous growth. This plan calls for an increase in the amount of critical thinking that our students are engaged in on a daily basis. The primary strategy that has been implemented to achieve this objective is to engage students in higher levels of thinking through writing. The staff has made a consistent effort to challenge students to explain their thinking in all content areas by having students provide answers and to respond to questions in writing. For example, students are required to provide an analysis of books that they read by writing a summary of the story and to summarize how they solved multiple step story problems using pictures, numbers, and words. Also, specific areas for improvement as indicated by Indiana Statewide Testing for Educational Progress (ISTEP+) scores, Acuity Predictive data, and school-wide common assessments include the areas of writing applications, inferencing, geometry, and measurement.

Analyzing the Indiana Statewide Testing for Educational Progress (ISTEP+) scores each year requires the staff to determine the effectiveness of the curriculum as it is written and the entire instructional program. While we believe that our curriculum and instructional program are inherently strong, we recognize the need for improvement. We are currently in the process of determining if our limited resources are providing us with the maximum amount of results. Specifically, we are making adjustments to school-wide schedules and using support staff differently in order to provide intense, timely interventions to the students who have the most need. Last, to continue to improve achievement for every student, we are looking for ways to increase the amount of rigor for students of all ability levels at our school.

## **2. Using Assessment Results:**

The staff at Brentwood Elementary consistently utilizes the results of state-wide and locally developed assessments in an effort to understand the needs of its students and to continually improve student achievement. A variety of assessment data is collected on a frequent basis to inform the staff of each student's understanding of the curriculum. Assessments administered at the school include the Indiana Statewide Testing for Educational Progress (ISTEP+) and Acuity Predictive assessments in grade 3, MClass Reading and Math in grades K-2, and locally developed school-wide writing and math assessments. Every individual who comes in contact with students shares ownership of the data.

After each assessment, the staff disaggregates the data to determine areas of strength and need of our students and trends that may be occurring in the data. Data is analyzed by the building principal and individual staff members to determine students who are at-risk of not meeting grade level standards. Frequent meetings are held by the building principal with grade level teams and the entire school staff to discuss the results of the assessments and to identify students who may benefit from remediation or enrichment activities.

An example of how the Brentwood Staff uses data from assessments can be found after the most recent Acuity Predictive assessment was given. Individual teachers and the building principal immediately analyzed the data from the assessment. Each person identified areas of strength and need as measured by the performance indicators and identified students who did not achieve at expected levels. The grade level team, the building principal, and those who provide interventions at the schools met to discuss these results, to determine instructional strategies for improvement, and to assign struggling students to appropriate interventions. The grade level team collaborated to make adjustments to their curriculum calendar to focus instruction in the areas of need. The building principal then met with other grade level teams to share the results of the assessment so that those teams could make any necessary curriculum calendar adjustments.

## **3. Communicating Assessment Results:**

The staff at Brentwood Elementary believes that parents have a strong influential on the success that students have at school. Staff members frequently communicate with parents using specific assessment data to keep them informed of the progress that their son or daughter is making. Results from each assessment are sent home with students to keep parents informed. Individual teachers contact parents to discuss the their child's achievement and invite them in for a meeting if concern about student performance arises. Frequent meetings are also scheduled with parents and all of the individuals who provide instruction to a student. The purpose of these meetings is to discuss areas of strength and need, to develop individualized strategies to increase achievement, and to inform parents about how they can support their child at home. Also, students are kept informed of their progress. After each assessment, the classroom teacher discusses assessment results with individual students and assists them in setting goals for improvement. Almost every student at Brentwood can communicate their performance on assessments and areas in which they would like to grow.

Assessment data is frequently shared with the school community through school-wide newsletters and PTO meetings. Both positive and negative trends in the data are shared with parents and the community. Our staff frequently directs parents and community members to the Indiana Department of Education website to review school-wide performance data and to compare the progress that we have made with other schools that are similar in nature. Parents have access both to individual student performance on State tests and up-to-date classroom performance in terms of grades through the internet. This allows parents to stay current with their student's performance in the classroom. We believe strongly in celebrating the success that we have in relationship to student performance on assessments. However, the staff recognizes that in order to make continuous improvements, we must confront the facts about the data, determine our shortcomings, and make necessary adjustments to the instructional program.

#### 4. **Sharing Success:**

The staff at Brentwood Elementary School is proud to share the success that they have had with other schools within and outside of the school corporation. Brentwood frequently welcomes teachers and administrators from other schools to come and walk-through the building and to observe strategies that have proven to be successful with our students. Brentwood teachers are often asked to conduct professional development activities for teachers at other schools. For example, third grade teachers recently shared how they use student assessment data to drive both curriculum and instructional decisions in their classrooms. Similarly, in the past, Brentwood has organized a differentiation fair with the other teachers in the school corporation to showcase successful strategies for meeting individual needs across the school district. The staff is always eager to learn the best practices that other schools have identified as having a positive impact on student achievement.

While much of the success that our students have had at Brentwood can be contributed to the hard work of our students, parents, and staff, we also recognize that the success of our school is a reflection on the hard work of the entire corporation. In the event that Brentwood Elementary is recognized as having Blue Ribbon School status, the staff will share in this honor with the entire Plainfield School Corporation and the community. This achievement would be the culmination of a successful partnership with all of the educators and community members in Plainfield. The Brentwood Staff will continue to welcome teachers and administrators into their building and are eager to share successful practices with other schools and corporations to assist them in meeting the needs of their students.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Brentwood's K-3 curriculum is lived out in a dynamic learner-centered environment grounded in student individual needs with relationship to concepts and processes embedded in the Indiana Academic Standards. The curriculum collectively incorporates purposeful teaching, differentiated instruction, focused assessments that inform teachers of student learning and ongoing collaboration regarding what is taught, how it is taught, what are students learning, and how can the school community raise the learning capacity of all learners. Each grade level has created a curriculum map that is constantly updated and revised based on assessment trends. The curriculum maps are developed with a focus on literacy and numeracy skills that come alive through the study of science, social studies, art, music, health, and physical education.

All classroom teachers provide their students with a ninety minute reading block that incorporates researched reading strategies that are consistent across all grade levels. Teachers rarely teach large groups of students, but creatively design smaller groups that incorporate leveled lessons that integrate both science and social studies concepts. Student reading progress is benchmarked and routinely charted using MClass Dibels, Acuity Predictive assessments, and reading comprehension levels. All teachers use this data to design small group and individual learning experiences that facilitate academic growth. All classrooms have teacher created learning centers that engage students in literacy experiences. Music class is alive with vocal activities that supplement reading fluency activities in the classroom. When a student does not respond to this individualized approach in the classroom, the learner has opportunity for additional academic experiences in the Title 1 and resource rooms. Each program provides students with an additional forty-five minutes of reading instruction and potentially allows students well below grade level an additional ninety minutes of instruction. A certified teacher facilitates these small groups at the reading level of the learner with the intent of connecting topics to the students' prior knowledge and helping students to become independent thinkers.

Students are also expected to achieve at high levels in math classes. Each math unit begins with a preassessment so that math lessons can be differentiated and individualized to the needs of the learner. Students are benchmarked and their progress monitored using MClass Math assessment tools and locally developed common assessments. The math learning environment is rich with critical thinking and problem solving activities that are leveled. Students spend time every day interacting with math vocabulary; they also frequently are asked to justify answers to real world problems through written narratives that explain how answers were determined. Critical thinking skills are constantly developed as students are required to explain how they achieved an answer and also to determine another acceptable outcome. Science and social studies concepts are interwoven into the math curriculum in order to illustrate how the world works.

All teachers use technology as an instructional tool throughout the school day. Classroom computers, Promethean boards with Activotes, and Numonics Boards engage students to new levels of learning. Technology and instructional software are used to accent leveled learning stations, individualize instruction, and to integrate social studies and science concepts. Virtual assessment tools such as Palm Pilots are used on a daily basis for teachers to record student performance efficiently. Additionally, students learn to use pedometers in their physical education classes to integrate math skills into wellness lessons.

Certified teachers are employed to teach art, music, media skills, and physical education to students each day for a well rounded experience. Physical education experiences emphasize sixty minutes of daily activity and healthy eating habits. Art classes employ the philosophy of disciplined based art education. Students review history and art types as they participate in art lessons. They also develop critical reasoning skills as they critique art work at the end of each unit. Music classes provide an environment for students to learn the language of music through the exploration of rhythm, melody, harmony, and tone.

## **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The reading curriculum at Brentwood Elementary is designed around researched reading strategies. This program focuses primarily on the work of the National Reading Panel. The staff studied the recommendations of this reading panel to find gaps in the existing curriculum in order to move our students from being good readers to great readers. We started by looking at the basic components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The staff desired to make sure that these components were effectively addressed daily within the reading curriculum and to make sure there was commonality of instructional practices and language used between grade levels. During the 2006-2007 school year, schedules were rearranged to provide each classroom with the opportunity of teaching ninety minutes of uninterrupted reading instruction each day so that these objectives can best be met.

Kindergarten and first grade teachers are responsible to laying the foundation for reading. The students tackle phonemic awareness and phonics using LindaMood Bell and components of the Building Blocks and Four Block models. They study word families, parts of speech, popcorn words, and sight words in their daily lessons. Fluency is practiced at all grade levels as children focus on poems, rhymes, and short reading passages to improve their reading speed and flow. The Brentwood students especially enjoy Reader's Theatre scripts where stories are read in small groups with each child having a special part.

Vocabulary words are brought to life as we ask children to act out, illustrate, and use new words in their own sentences. Activities such as word ladders, rivets, word sorts, synonym/antonym matching, and guessing games are all part of vocabulary instruction. Modeling new words, dictionary hunts, and using a Thesaurus are also important components of our vocabulary instruction.

The ultimate goal of the ninety minute reading block is to develop readers who understand what they read and enjoy the process of reading. Our youngest students are making predictions and connections. Emerging readers are taught to set a purpose, ask questions, and summarize what they read. Developing readers are asked to reread for specific information, make inferences, and visualize. The ninety minute reading block affords teachers the opportunity to strategically group students to provide instruction designed around individual needs.

## **3. Additional Curriculum Area:**

A vital part of our curriculum at Brentwood Elementary is mathematics instruction. Our math curriculum is designed to build upon the students' prior knowledge and to develop students into thinkers. Daily lessons include problem solving, mental math, computation, math facts practice, and focused skill instruction. The staff has collaborated to develop a math curriculum that best meets the learning needs of each individual student.

Problem solving is an integral part of our math curriculum. A variety of supplemental resources are used to engage students in problem solving activities. The staff has collaborated vertically to implement a set of problem solving strategies and to develop common language so that these are built upon in each grade level. Students practice problem solving every day where they are taught and encouraged to use more than one strategy to solve problems. Students are also required to provide written explanations for problems that they have solved in order to demonstrate their thought processes.

Assessment and data collection have been important tools in the development of our math curriculum. Locally developed common assessments that are designed around concepts that students will be taught are given as preassessments. Teachers utilize the results of these assessments to develop lessons that are tailored to the individual learning needs of the students. In addition, MClass Math and Acuity Predictive assessments are used to measure the progress that students are making toward mastery of concepts.

Brentwood has developed a school-wide program to challenge students to master grade appropriate math facts. Students work on speed and mastery of math facts each day during mathematics instruction. They are challenged to pass four math fact assessments throughout the school year focused on addition, subtraction, multiplication, and division that progressively increase in difficulty from grade to grade. Students who meet this challenge immediately begin working on the math fact challenge for the next grade level. These students are also invited to celebrate their success with each other at the end of the school year.

#### **4. Instructional Methods:**

The staff at Brentwood works diligently to provide students with the most effective instruction that meets each student's individual learning needs. The students' learning styles, interests, exceptionalities, strengths, and areas of concern as determined by student assessment data are all taken into account when decisions are made that will impact student learning. The use of instructional assistants, parent volunteers, members from the community, and exploratory teachers from the high school make it possible for the staff to enrich and remediate instruction through the utilization of small groups and one-on-one strategies in all academic areas.

The reading instructional program at Brentwood Elementary has been designed to foster differentiated instruction in the classroom. All teachers at Brentwood provide a ninety minute uninterrupted reading block every day. During this reading time, students are expected to participate in activities that engage them in both on grade level reading and instructional level reading. To accomplish this objective, students are reorganized into flexible reading groups for small group reading instruction within the classroom. Leveled books and learning stations are critical components of the differentiation that is provided to students.

Math lessons have been organized to allow teachers flexibility to differentiate instruction for students. Students are expected to participate in problem solving, math fact practice, mental math, a standard-based lesson, and computation review and practice on a daily basis. Remediation and enrichment are provided to students primarily in the homeroom classroom through the use of tiered lessons and tiered assignments. Additionally, students periodically are reorganized across grade level classrooms each grading period to receive instruction regarding math concepts and skills that is at the appropriate level.

A critical component of differentiation at Brentwood is engaging the family in the process. The staff regularly sends home various activities such as leveled intervention kits, fluency passages, and book bags so that parents can effectively support the achievement of their student.

#### **5. Professional Development:**

The professional development program at Brentwood Elementary School exemplifies a community of learners. This program can be best described as a train the trainer model. Staff meetings are viewed as a time for teachers to share best practices or to collaborate to improve existing practices in order to increase student achievement. At times throughout the school year, select teachers are sent to attend professional development activities hosted outside of the school district to gather information as it relates to our school improvement objectives. These teachers are expected to become experts on the topic and to return to Brentwood and train the remainder of the staff on the key information that they had gained. Grade level teams are expected to meet weekly to discuss how initiatives are being implemented and to discuss student achievement.

The professional development program for the past two school years has focused on the implementation of Response to Intervention at Brentwood. The entire staff has been involved in the process. The staff has been organized into three groups to study the various components of Response to Interventions and to make recommendations regarding how these components should be implemented in our school. Each group studied a specific topic which included the study of researched intervention strategies, assessment and data collection processes, and the various processes involved in the implementation of Response to Intervention. These efforts have already proven to be effective for increasing student achievement. Regular meetings are held on a

weekly basis with members of each grade level team, those individuals that provide intervention, and the building principal to review student performance data and to make adjustments to student intervention schedules as necessary.

## **6. School Leadership:**

Leadership by definition is “the ability to guide, direct, or influence people.” At Brentwood, the principal’s leadership and management style is definitely, “Lead by Example.” High expectations, daily involvement, and effective communication are the cornerstones that contribute to the sustainable leadership of the principal and the entire staff of Brentwood.

High expectations are best expressed through a favorite saying of the building principal. It reads, “Good, better, best. Never let it rest, until your good is better, and your better is the best.” The entire staff and student population are aware of this mantra and those high expectations for all are reviewed, acknowledged, and rewarded on a regular basis. Four times per school year, the principal holds a school-wide convocation to recognize students who show excellence in attitudes, actions, and achievements. He also recognizes the staff by giving them gold stars pins when he sees an individual demonstrating excellence and by giving the giraffe award to staff members who go above and beyond for students.

Daily involvement is an integral part of the leadership style of the principal. He makes frequent classroom visitations, makes himself available to come to classrooms and read to students and often invites students to have lunch with him or come read to him. Each Friday, he meets with one student from each classroom in an informal “Student of the Week” group. The principal knows his school population well.

The principal’s lead by example strategy is carried on throughout the school. The school has developed strong grade level teams that meet weekly to plan and share information. This serves well to incorporate best practices and involve new and veteran teachers. Vertical teams have also been established to better educate at-risk students by involving the past, present, and future teachers that these students will have in the decision making process for this student. Students benefit from this initiative since this team of teachers already understands the student’s needs and the effectiveness of prior interventions when determining the next best step for this student to experience success.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3    Test: Indiana Statewide Testing for Educational Progress-Plus  
 Edition/Publication Year: 2010    Publisher: CTB/McGraw-Hill LLC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	93	80	88	84	85
% Advanced	49	21	20	15	21
Number of students tested	106	138	94	114	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	91	70	80	77	
% Advanced	36	5	14	5	
Number of students tested	33	20	35	43	
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	92	50	88	88	82
% Advanced	15	17	24	12	6
Number of students tested	13	18	17	17	17
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**Notes:**

Indiana moved the ISTEP+ exam from a fall assessment to a spring assessment during the 2008-2009 school year.

Subject: Reading

Grade: 3 Test: Indiana Statewide Testing for Educational Progress Plus

Edition/Publication Year: 2010

Publisher: CTB/McGraw-Hill LLC

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	Sep	Sep	Sep	Sep
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	96	88	84	87	85
% Advanced	26	16	16	16	9
Number of students tested	106	138	94	114	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	91	85	71	86	81
% Advanced	12	5	9	2	4
Number of students tested	33	20	35	43	27
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	100	83	59	76	71
% Advanced	23	11	18	12	0
Number of students tested	13	18	17	17	17
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Indiana moved the ISTEP+ exam from a fall assessment to a spring assessment during the 2008-2009 school year.