

# Brooklyn STEM Academy School Improvement Plan 2022-2023



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Jennifer Teare-Principal

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## **Continuous Improvement Team & Title I Planning Committee**

Jennifer Teare-Principal  
Erin Hutchings-Special Education Teacher  
Amber Rawlins-4th grade Teacher  
Beth Harriman-Kindergarten Teacher  
Kim Inabnit-2nd grade Teacher  
Sharon Goodin-STEM Coach  
Missy Dragonette-1st grade Teacher  
Cynthia Claypool-Title I Teacher  
Hilda Trampke-Art Teacher  
Rosaleigh Simpson-Parent

### **MSD of Martinsville Vision and Mission**

The Metropolitan School District of Martinsville will develop and maintain integrated curricula and an environment of excellence in teaching/learning such that students become competent, confident life-long learners and productive, responsible citizens. Our activities will give rise to each individual developing a vision of his/her personal future where he/she identifies the requirements, masters the skills, and meets the challenges necessary for achieving that future.

### **MSD of Martinsville Educational Philosophy**

**We believe** that our schools should strive for excellence in all that they do.

**We believe** that the school climate should be one of trust, respect, and security. There should be open, candid communication.

**We believe** that each student is unique and that the school corporation's purpose is to develop the unique potential of each student. Therefore, the Metropolitan School District of Martinsville in cooperation with parents and other community institutions directs all activities, curricular and co-curricular, toward promoting the maximum intellectual, emotional, physical, social, aesthetic, and moral development of each student.

**We believe** that each student should be motivated to succeed in school and that the desire to learn is accentuated when learning experiences are stimulating and non-threatening.

**We believe** that all students need success to prosper. Success breeds success; and a positive self-image is paramount to proper development. A proper school climate should be flexible and divergent enough to allow each person to have some measure of success regularly.

**We believe** that rote learning of facts is important only to the degree that they become the building blocks for concepts and processes. Developing the ability to solve problems whether social, mathematical, or economic should be given preference. Students should experience regular opportunities for rigorous analytical thinking, which involves planning, applying, validating, and evaluating in all curricular areas commensurate with their ability and maturity. They should develop a sense of responsibility for their own learning.

**We believe** that students need teachers of vision, empathy, and ability who are committed to helping students grow into all they are capable of becoming. The teacher's role should not be solely that of disseminator of knowledge but must include the ability to establish an effective teaching/learning environment. The teacher should help each student realize what he has learned and channel random discoveries into systematized learning.

**We believe** that education should have a humanizing effect; it should arouse in all students a genuine concern for themselves, their peers, and other human beings. Students should understand the value and integrity of each human life. They should come to know themselves and develop respect and compassion for their fellow man.

**We believe** that students should demonstrate love for and pride in their country and school. They should demonstrate appreciation for the freedoms and privileges and country, respect for the government of which they are a part, and respect for all school and other public property.

**We expect** students to develop their moral sense so that as adults they will be able to make principled judgments in the face of complex and adverse circumstances.

**We believe** that the excellence of education is equally dependent upon the teacher's ability to teach, the student's desire to learn, and the quality of administrative and parental support of the teacher's task. Therefore, we pledge the resources of the Metropolitan School District of Martinsville to the development of an effective teaching and learning climate and each student adequate opportunities to achieve our educational goals.

### **Brooklyn STEM Academy Vision**

Brooklyn STEM Academy students and staff believe in being positive, working hard, and learning in an environment that is rich in science, technology,

engineering and math so that everyone is prepared to meet the challenges of the world around them.

### **Brooklyn STEM Academy Mission**

The staff and students at Brooklyn STEM Academy are committed to excellence. We are dedicated to:

- Developing 21st Century learners
- Maintaining high expectations for student achievement
- Encouraging students to become self-motivated, lifelong learners through Science, Technology, Engineering, Arts, and Mathematics experiences
- Encouraging students to develop a curiosity about the world around them
- Developing in students the life skills necessary to become confident and responsible citizens
- Creating a safe and orderly environment

### **Belief Statements**

- We believe all children can learn and achieve academic excellence.
- We believe in providing a safe and welcoming school environment.
- We believe in high expectations for staff, students, and parents.
- We believe learning is a life-long process, and that our world offers infinite learning opportunities.
- We believe all students are unique and their success is based on more than a test score.

## **Part 1: School-wide Planning: Introduction**

Brooklyn STEM Academy is a Pre-K through fourth grade public school that currently serves 233 students. Brooklyn has 25 instructional staff members including 10 classroom teachers, 3 pre-k teacher aides, 3 special area teachers, a librarian aide, 1 resource teacher, 3 resource aides, 1 speech teacher, 1 Title I teacher, and 2 instructional aides. In addition to the instructional staff, the school has 3 custodians, 3 cafeteria workers, 2 lunch aides, 1 clinic aide, 2 Adult and Child workers, 1 secretary, 1 clinic aide, and 5 bus drivers. Brooklyn shares the following positions with other schools in the district: an art teacher, music teacher, pe teacher, speech/language therapist, counselor, psychologist, and an occupational therapist.

Brooklyn is one of seven elementary schools in the MSD of Martinsville. The facility was built in 1967, with a \$2 million addition in 2021. It is located on 14 acres in

the town of Brooklyn, Indiana. The town has a small Morgan County library branch, a volunteer fire department, several churches, a bank, and a small diner. A walkway bridge was constructed which serves as a community walkway to the park. The sidewalks in front of the school and along Church Street have been repaired and widened to accommodate walking students. However, every student has the opportunity to ride a school bus, no matter how close they live.

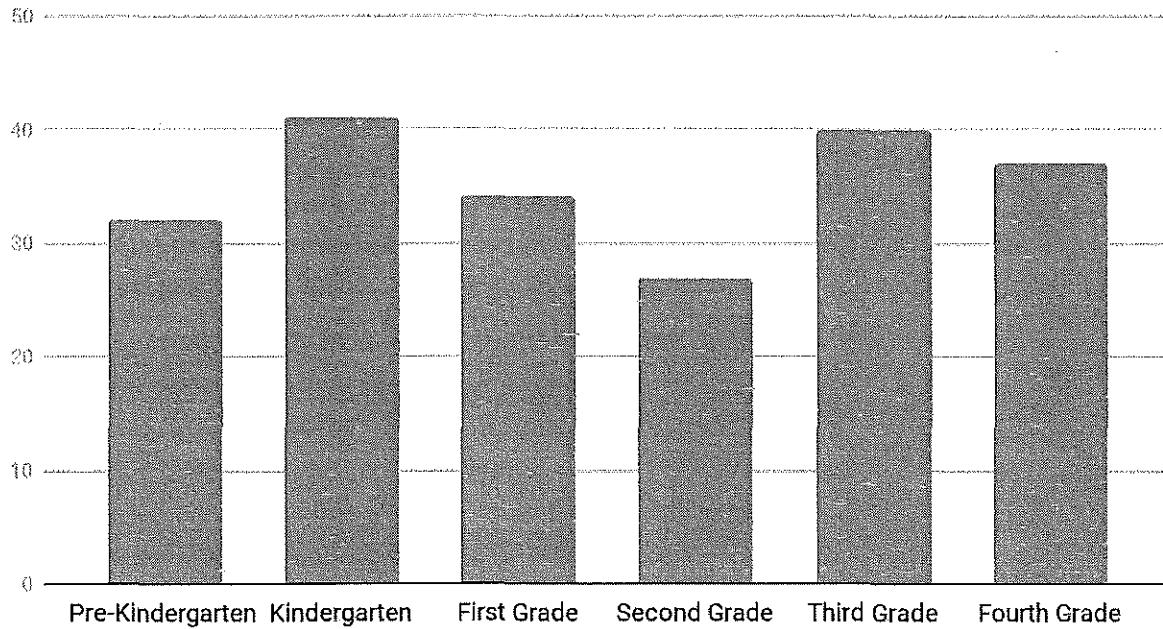
The facility at Brooklyn consists of 12 current classrooms, a multi-purpose room/cafeteria, library, speech room, Title I reading room, a resource room and office, a room for art, a music room, two large STEM labs, Makerspace lab, green screen room, and a kiln room. The Innovation Center was created in 2021 to allow the students space to explore Brooklyn STEM Academy's curriculum which revolves around science, technology, engineering, and math.

The population of the school shows an up and down trend. This trend directly coincides with the addition of the STEM program as well as the new Innovation Center, which has drawn many students from the surrounding communities. Growth is expected to continue as the STEM program becomes more well-known. The school reached STEM certification status from the Department of Education in 2017 and received STEM recertification again in 2022.

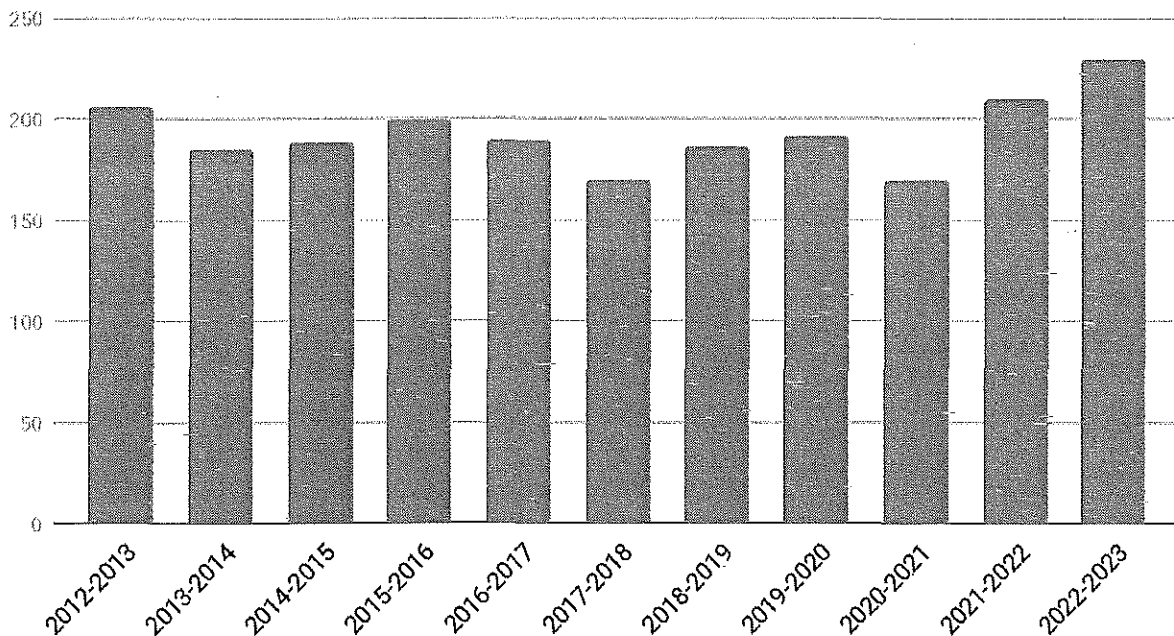
During the 2010-2011 school year, Brooklyn became a school-wide Title I school. Currently, the percentage of students qualifying for free/reduced lunch remains around 46%, allowing for continued Title I funding.

The entire staff strives to meet the academic and social-emotional needs of all students. Our students with special needs are assisted in an inclusive model. The Family Service Coordinator supports Brooklyn families by assisting with parenting skills, helping families meet basic needs, and coordinating an after-school tutoring program. The Martinsville YMCA offers before and after-school care servicing the needs of working parents. Brooklyn offers a free breakfast and lunch program to all students. Dinner will also be offered to students who participate in the 21st Century program through the YMCA.

## Enrollment 2021-2022



## Enrollment History

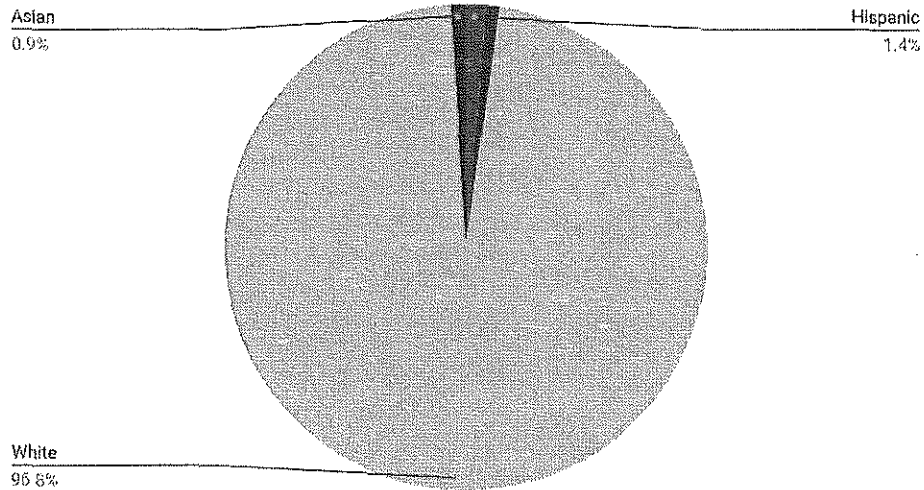


The student population is shown above. The trend shows an up and down trend. In 2017-2018, was the first year that 5th grade went to a new school and Brooklyn took in pre-k classes. Growing our enrollment has been a district-wide initiative. In 2017, we



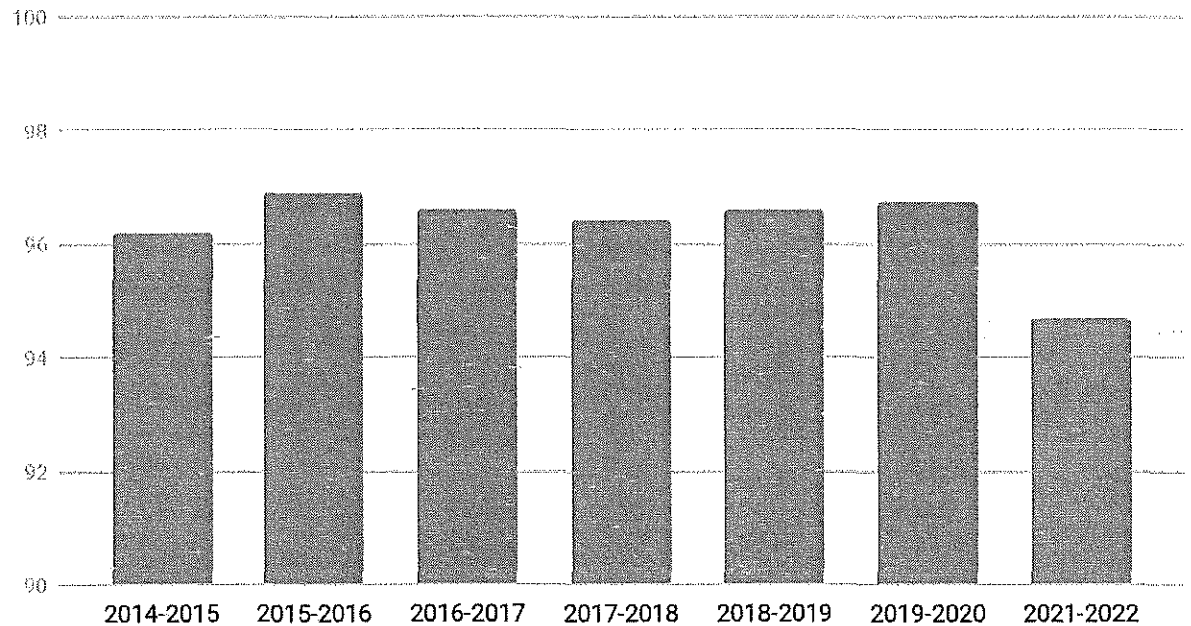
had 14 out-of-district transfers, followed by 29 in 2018, 32 in 2019, 33 in 2020, 54 in 2021, and 56 for 2022.

2021-2022 Ethnicity



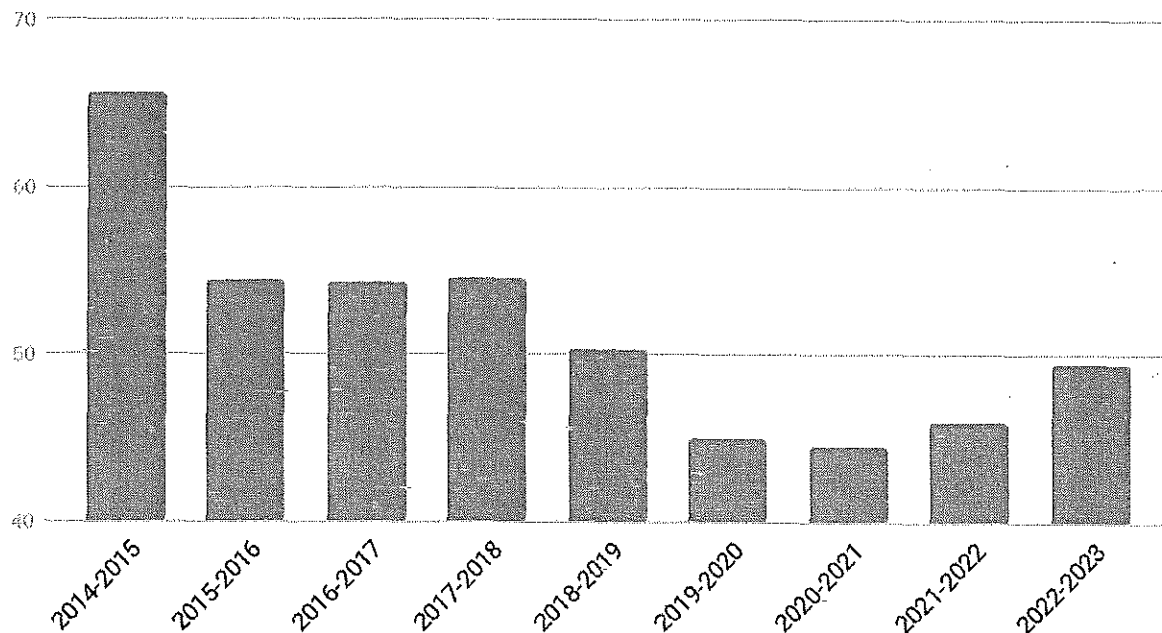
The majority of the students at Brooklyn STEM Academy are Caucasian. However, a small percentage of the population is made up of multi-racial, Asian, and Hispanic students.

## Attendance Rate



When we implemented STEM in 2015, our attendance increased. We struggled with attendance in 2021-2022 more than in the last few years. Coming off of COVID, we had several students miss school more than usual. We have implemented different strategies in 2022-2023 to increase attendance again.

## Free and Reduced Percentages



For several years, the free/reduced lunch remains around 50%, which will continue funding for Title I. Our percentage of students qualifying for free/reduced lunches has declined since 2014-2015 because of several new families joining our STEM initiative.

### **Component 1: Comprehensive Needs Assessment**

In 2009, the Continuous Improvement Team and Title I Schoolwide Planning Team was formed to direct the process of assessing our needs and developing a school improvement plan. This committee meets to analyze data, discuss the input of all of our staff, and develop a school-wide title plan. Our desire is to be a data-driven school. We want to make informed decisions based on school trends that we see from a variety of student data. Grade levels meet during PLC's to discuss strengths, concerns, and trends.

We examine ILEARN data for grades 3-4, using the percent mastery by standard, percent passing ELA/Math, and the writing scores. As a school, IREAD-3 was also examined. We compare them to the NWEA data for grades K-4.

The needs assessment revealed that for students not meeting benchmarks in the area of reading and math, interventions must be given. Our scores further show that more emphasis should be placed on the importance of the writing process. High student

achievement is a priority for Brooklyn STEM Academy as well as for the MSD of Martinsville.

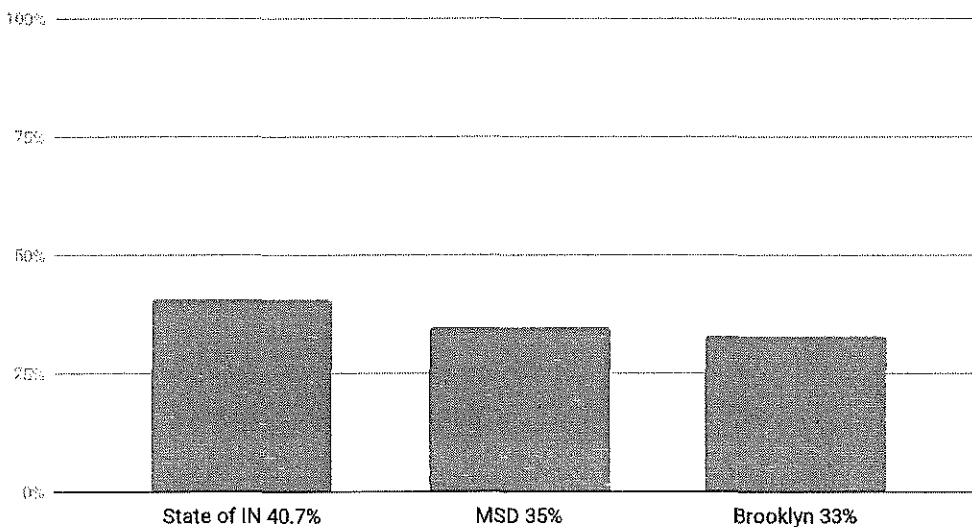
### **Student Achievement**

**\*\*We do NOT have any results for ILEARN or IREAD for the 2019-2020 school year because of the COVID Pandemic. Assessments were canceled and students moved to an e-learning format from home. For the 2020-2021, assessments were given but just as a baseline.**

#### **ILEARN Results**

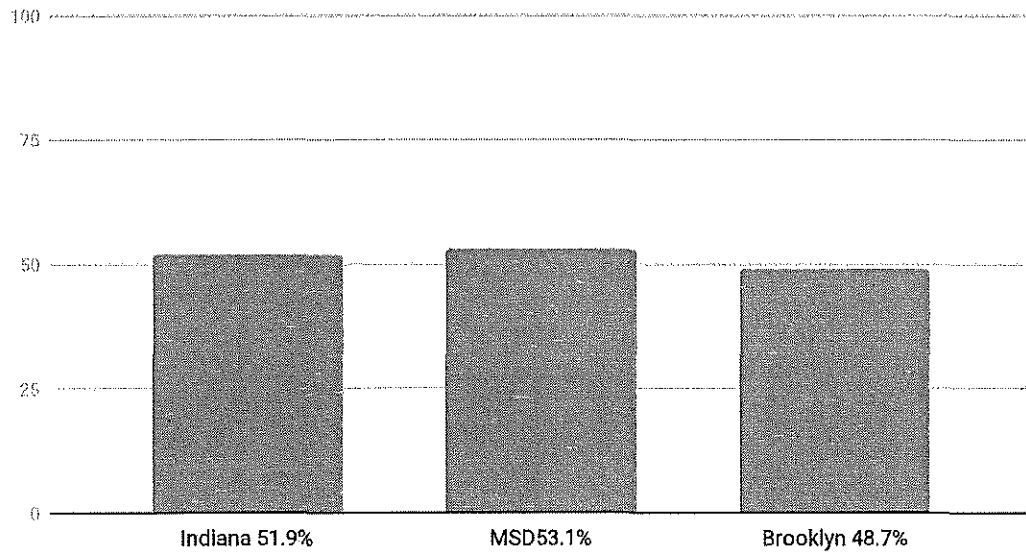
ILEARN provides the summative information on all students in relation to the overall picture of the child's academic level. ILEARN from 2018 will now be the baseline for future testing as it is the new test.

ILEARN 3rd Grade Reading 2021-2022

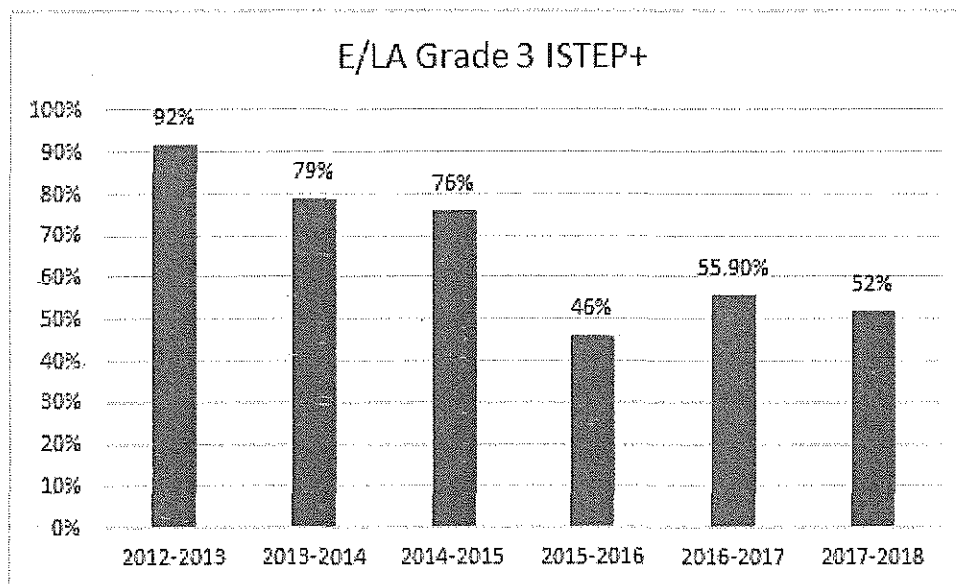


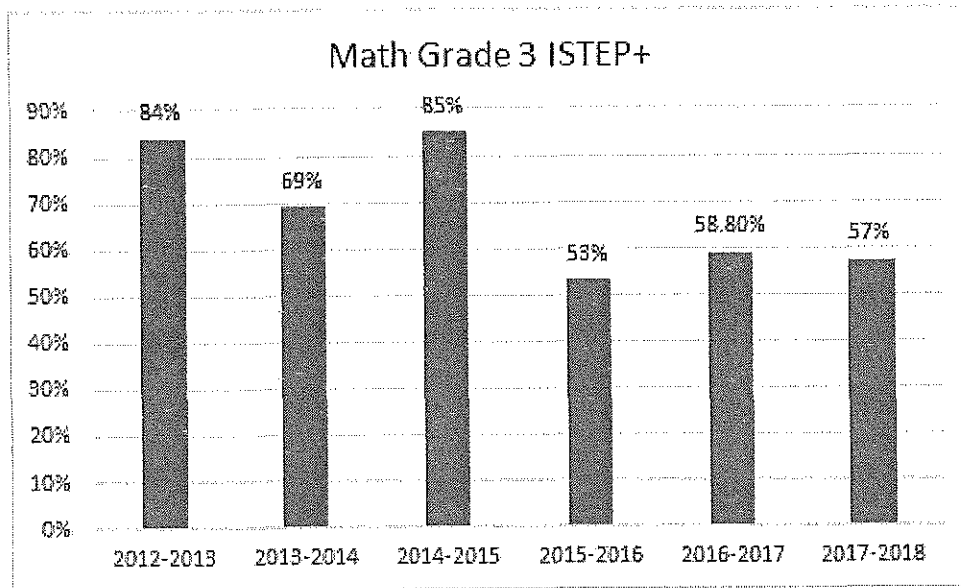
Our third grade reading scores are below the state and district's percentages. We have incorporated Lexia time that focuses on differentiation for each student as well as Freckle to challenge high ability students further.

## ILEARN 3rd Grade Math 2021-2022

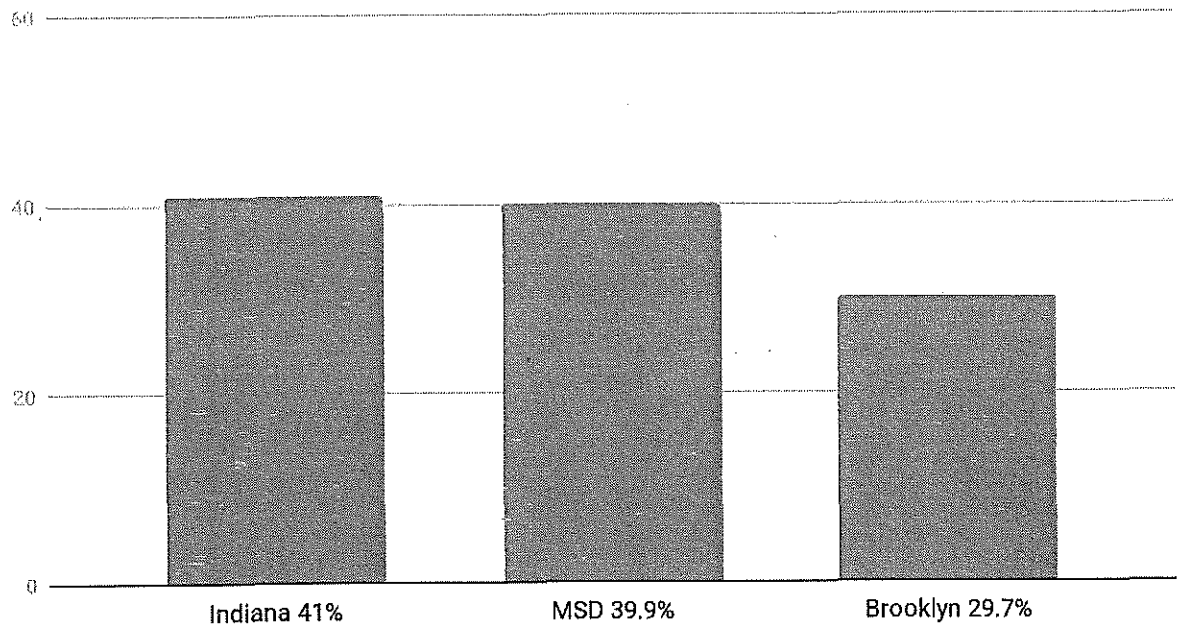


Our third grade scores are close to the state level. Throughout the entire year, the third grade classes have been focusing on essential math skills and spiraling back. When comparing to ISTEP+ from 2017-2018, the third graders were 20% higher on ILEARN.

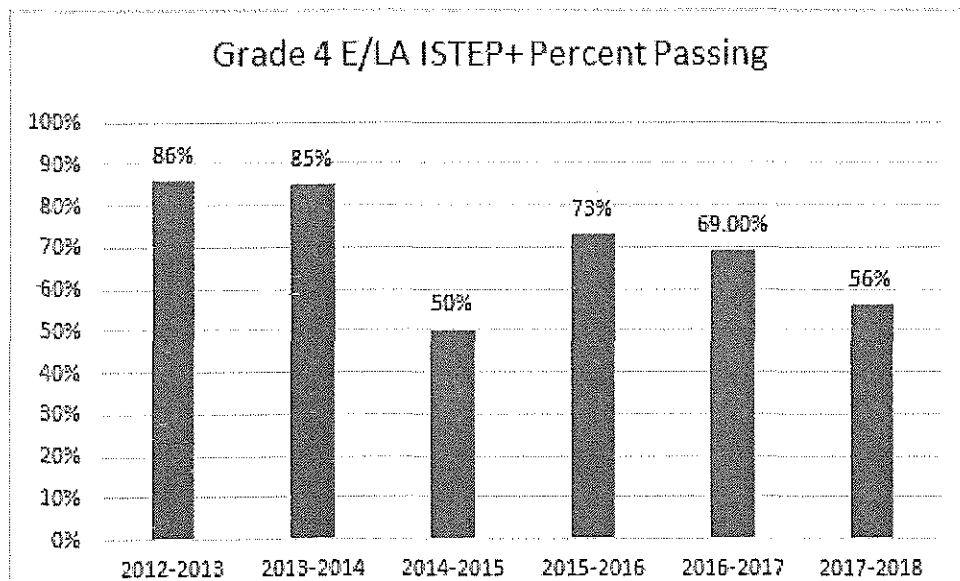
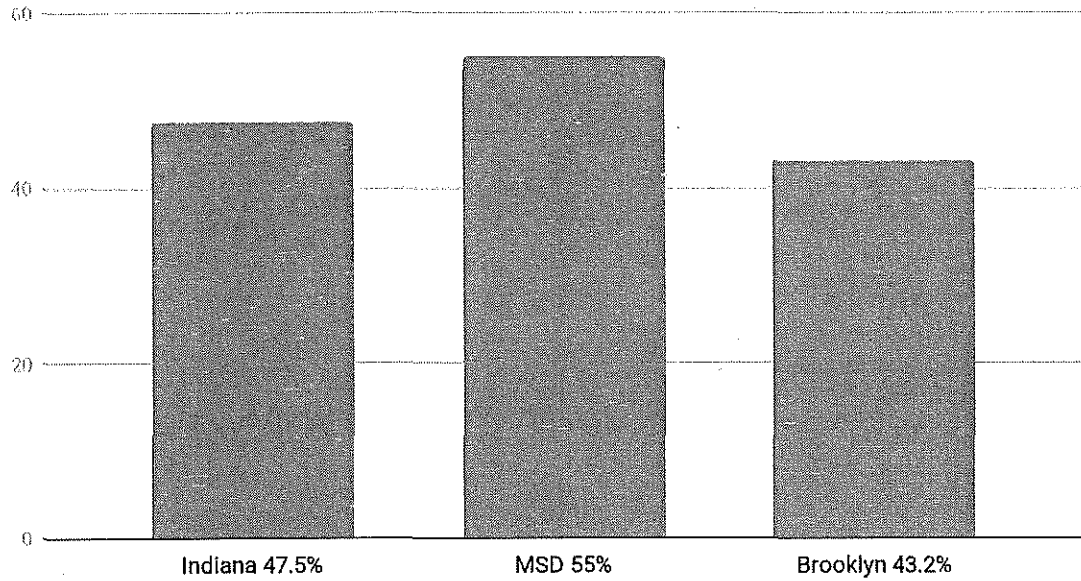


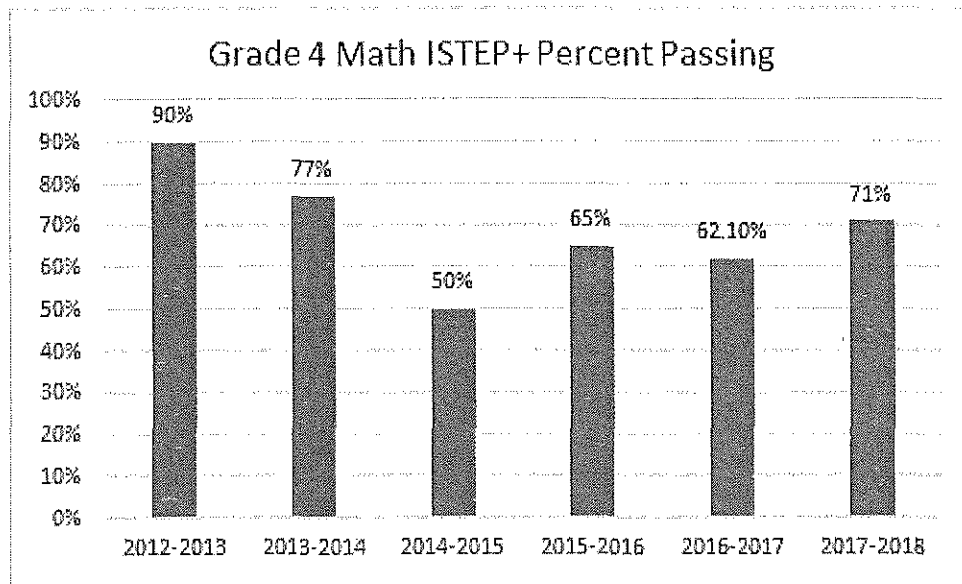


### ILEARN 4th Grade Reading 2021-2022



## ILEARN 4th Grade Math 2021-2022

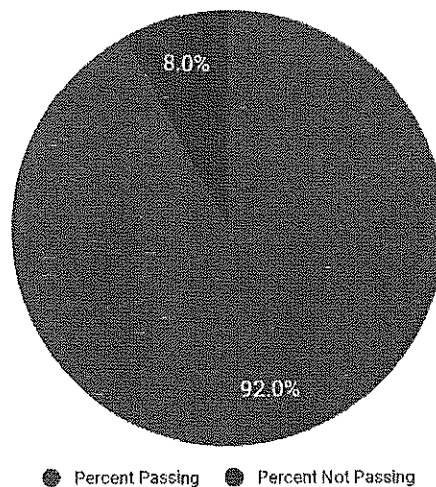




### IREAD Results

In 2016, we had 100% of our students pass IREAD-3. For 2017-2018, we had 1 student not pass IREAD-3 out of 42. In 2018-2019, we had 100% of our students pass out of 32 students. In 2020-2021, we had 82% of students pass IREAD-3. For the 2021-2022 school year, we had 36 students out of 39 pass IREAD, equaling 92% passing.

### IREAD-3 2021-2022





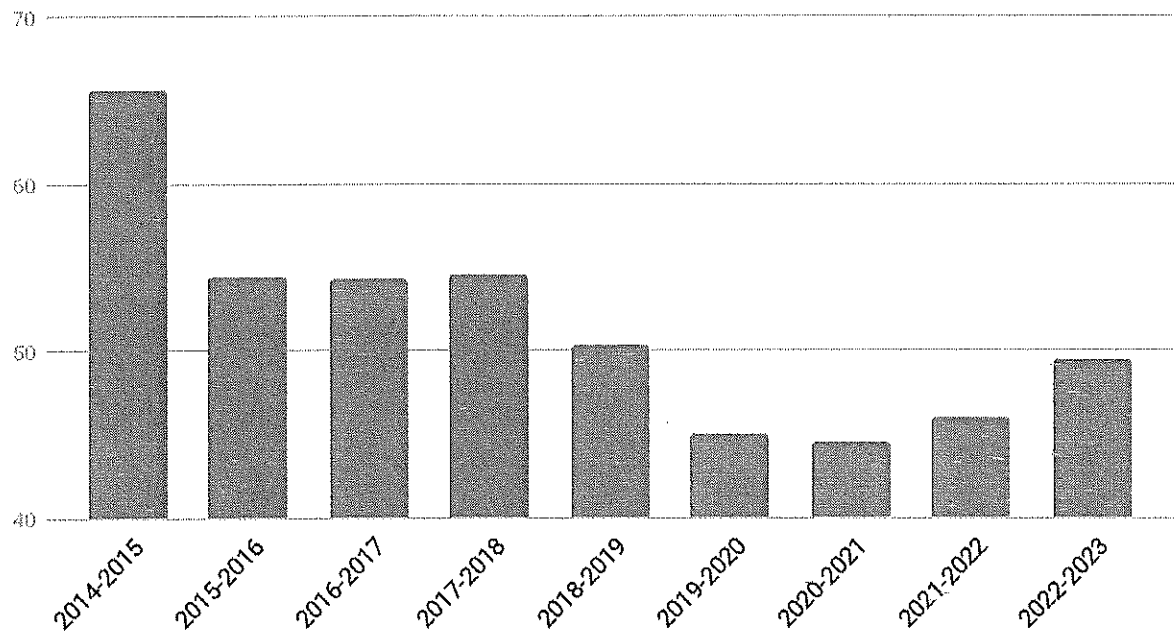
<b>Grade K NWEA 2021-2022</b>		
	<b>Math</b>	<b>Reading</b>
<b>Fall RIT Scores</b>	139	136
<b>Spring RIT Scores</b>	157	153
<b>Grade 1st NWEA 2021-2022</b>		
	<b>Math</b>	<b>Reading</b>
<b>Fall RIT Scores</b>	160	156
<b>Spring RIT Scores</b>	176	171
<b>Grade 2nd NWEA 2021-2022</b>		
	<b>Math</b>	<b>Reading</b>
<b>Fall RIT Scores</b>	175	172
<b>Spring RIT Scores</b>	189	185
<b>Grade 3rd NWEA 2021-2022</b>		
	<b>Math</b>	<b>Reading</b>
<b>Fall RIT Scores</b>	188	186
<b>Spring RIT Scores</b>	201	197
<b>Grade 4th NWEA 2021-2022</b>		
	<b>Math</b>	<b>Reading</b>
<b>Fall RIT Scores</b>	199	196
<b>Spring RIT Scores</b>	210	204

Each grade made progress with NWEA growth from Fall to Spring. Most grades made between 10-20 points of growth throughout the 2020-2021 school year. Fourth grade made the smallest improvement, which correlates with the concern from ILEARN.

### **Cultural Competency**

The socioeconomic status of our school has changed significantly over the past few years. When more students transferred to our school, our free and reduced percentages dropped.

Free and Reduced Percentages



The graph shows that our Free and Reduced Percentages have been declining since we have been open for in-district and out-of-district transfers. We began accepting transfer students in 2015-2016.

### ***Strategies to Increase Educational Opportunities***

- Continue Minds in Motion
- Revisit Family Nights to create Make-It, Take-It stations
- Teach "Formal Register" consistently so that our students can more easily use formal register in their writing
- Continue to partner with the YMCA to provide tutoring for students after-school

## **Component 2: Implementation of Reform Strategies**

The MSD of Martinsville is dedicated to providing each child with a quality education so that each student is equipped to successfully continue their education or enter the world of work when they graduate from Martinsville High School. This year, after careful analysis of our data, we will continue the implementation of two very important programs that will allow us to reach all students. We will continue Success (RtI) and School-wide Title I. We believe all students can learn and be successful. We want to create a learning environment where all students are reading on grade level by the end of the fourth grade year so that each child can be successful in the intermediate school.

All students will receive a minimum of ninety minutes uninterrupted of core reading instruction. This instruction will be based on best practices and cover the Indiana standards. Students will be assessed regularly using NWEA. Students who fall below the grade-level benchmark will receive an additional thirty minutes of instruction in a small group setting. Our Title I staff is highly qualified and will provide Tier II interventions. This instruction will supplement the core reading program, not supplant. The Title I staff, Resource staff, School Psychologist, and the principal will meet regularly to discuss data and progress for all students in Tier II. Students who do not respond to the Tier II research-based instruction will receive an additional thirty minutes of intensive research-based instruction to meet their needs.

The MSD of Martinsville's Title I program provides a balanced literacy program using guided reading, which focuses the reading instruction on the five key components of reading as identified by the National Reading Panel. Guided reading is a method in which the teacher interacts with small groups of students as they read instructional level books that present a challenge. The ultimate goal of guided reading is helping children learn how to use independent reading strategies successfully.

### **Additional Programs**

In addition to implementing RtI and School-wide Title I, Brooklyn STEM Academy will provide the following additional learning opportunities for all students, including High Ability students.

*Crazy 8's Math Club and Robotics Club:* These are two after-school activities that are available to students who would like to focus on standards in a different and unique way, while still having fun.

*Freckle:* This is an online activity for our students who are high ability. It challenges them at their mathematical level.

*Duke Energy Reading Grant:* This is a two-week summer school session offered in June and August through Duke Energy. Students in grades 1st-3rd are recommended to participate. They receive intensive instruction in reading.

*High Ability Enrichment Program:* Students in kindergarten through fourth grade are assessed through Terra Nova, In View, and CogAt. Students who qualify for the High Ability group receive enrichment activities throughout the day. They are also given enrichment during the scheduled RtI time. They work on higher level thinking skills, research projects, and special technology-based projects.

*Homework Help:* Students who stay for our after-school YMCA program receive free homework assistance by two certified teachers.

*Homeless:* Brooklyn has a Family Service Coordinator that works at our school one day a week. She oversees the activities that are provided as a result of the McKinney Vento Grant. When new students are enrolled, the parent/guardian completes a Residency Information Form. This questionnaire is in compliance with the McKinney-Vento Act. All information is kept confidential. Our Family Service Coordinator is then able to identify at-risk students who are in need of additional academic/social services. She works closely with the Title I staff and with the parents, providing assistance. Students who are considered homeless are given priority with the Title I staff. Students are provided with assistance with textbook/meal fees and they are provided with transportation when needed.

### **Component 3: Highly Qualified Staff and Paraprofessionals**

Teacher Name:	Teaching Assignment:	<p><b>Indicator of HQ status on Verification Form:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bachelor's Degree earned?</li> <li><input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus one of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"?</li> <li><input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"?</li> <li><input type="checkbox"/> Considered HQ in another state? <ul style="list-style-type: none"> <li><input type="checkbox"/> NBPTS Certification?</li> </ul> </li> </ul> </li> </ul>	Location of Verification Form and supporting documentation:
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		<input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	
Bethany Harriman	K	*Master's Degree *Elementary Teaching License *Considered Highly qualified in another state	Central Office – HR Files
Meredith Granger	K	*Bachelor's Degree *Elementary Teaching License *Passed PRAXIS II	Central Office – HR Files
Jessica Lux	K	*Bachelor's Degree *Elementary Teaching License *Passed PRAXIS II	Central Office – HR Files
Melissa Dragonette	1	*Bachelor's Degree *Elementary Teaching License *Passed NTE	Central Office – HR Files
Allyson Williams	1	*Bachelor's Degree *Elementary Teaching License *Passed PRAXIS II	Central Office – HR Files
Billie Jo Roberts	2	*Bachelor's Degree *Elementary Teaching License *Passed PRAXIS II and NTE	Central Office – HR Files
Kimberly Inabnit	2	*Bachelor's Degree *Elementary Teaching License *Passed PRAXIS II	Central Office – HR Files
Mackenzie Meyer	3	*Bachelor's Degree *Elementary Teaching License *Passed PRAXIS II	Central Office – HR Files
Amber Rawlins	4	*Bachelor's Degree *Elementary Teaching License *Passed PRAXIS II	Central Office – HR Files
Karen Streib	4	*Bachelor's Degree *Elementary Teaching License *Passed NTE	Central Office – HR Files
Sharon Goodin	STEM Coach	*Bachelor's Degree *Elementary Teaching License *Special Education License *Passed PRAXIS II	Central Office – HR Files
Erin Hutchings	Resource	*Bachelor's Degree	Central Office – HR Files

		*Special Education License *Passed NTE	
Cynthia Claypool	Title	*Bachelor's Degree *Elementary Education License *Passed PRAXIS II	Central Office – HR Files
Maureen McGown	Speech	*Bachelor's Degree *Special Education License *Passed NTE	Central Office – HR Files
Hilda Trampke	Art	*Bachelor's Degree *Visual Art K-12 Teaching License *Passed PRAXIS for art, PPST for writing, math, and reading *Highly qualified in state of Tennessee	Central Office – HR Files
Reagan Riddle	PE	*Bachelor's Degree *Physical Education Teaching License *Passed PRAXIS II	Central Office – HR Files
Victoria Mahoney	Music	*Bachelor's Degree *Music Education License *Passed PRAXIS II	Central Office – HR Files
Jennifer Teare	Principal	*Bachelor's Degree *Elementary Teaching and Special Education Licenses *Master's & Administration Degree *Passed NTE	Central Office – HR Files

## Paraprofessionals

Paraprofessional's Name	Assignment	Indicator of being Highly Qualified
Kristen Yates	Media Specialist	B.S.
Kelly Parker	Secretary	B.S.
Misti Brummett	Pre-K Aide	B.S.
Roxanne Gardner	Pre-K Aide	Degree in Early Childhood
Suzie Shinkle	Pre-K Aide	Medical Assisting
Kebra Fischer	Special Education Aide	Para Pro
Danielle Fink	Special Education Aide	Will take Para Pro
Sherri Smiley	Special Education Aide	Para Pro
Jaime O' Mullane	Instructional Aide	Associate Degree
Alicia Hendricks	Instructional Aide	B.S.

## **Component 4: Professional Development**

All Brooklyn STEM Academy staff participate in professional development at the building and district level. Brooklyn STEM Academy uses professional development opportunities to learn and re-energize our teaching. It is a critical element to successful and supported change. Our professional development follows either our academic goals with reading, math, and writing instruction or with our understanding of social-emotional learning. Below is a list of professional development opportunities the staff will receive during the 2022-2023 school year:

1. For the 2022-2023 school year, the district has been approved to have a two hour late start for staff professional development. It is called WELL Wednesday and the entire certified staff as well as some of the support staff participate. It consists of weekly PLC's, technology training, data dives, and revamping teaching strategies are some examples.
2. We will have staff meetings once a month that allow time for professional development and sharing.
3. The principal will meet with each grade level monthly to look at data and make data based decisions for the students in that grade level.
4. Writing prompts will be completed in each grade level for each nine weeks. They will be graded and the teachers will use this information to drive their writing instruction.
5. Trust-Based Relationship Interventions training (TBRI) will continue with consultation-through the school year to support students' social-emotional needs.
6. Ann Puckett-Harpole will be providing professional development in the area of data collection.
7. The corporation will be partnering with the M.A. Rooney Foundation. The foundation will provide a software program designed to provide teachers with student data in one place and in an easy to read format on their computer.
8. STEM Professional Development will be provided through Purdue conferences, the PLTW coach, and principal.
9. The MSD of Martinsville Title I Coordinator provides training for all Title I staff. This training focuses on improving early literacy, improving comprehension, improving writing, etc.
10. The Title I Coordinator and the building principal meet regularly to review our program, exchange ideas, and plan ways to improve instruction. Each year, teacher representatives, Title I staff, the Title I parent liaison, and parents meet to review the Title I program and develop ideas for improvement.

## **Component 5: Strategies to Attract High-Quality, Highly Qualified Teachers**

The MSD of Martinsville only hires instructional personnel who meet the definition of highly-qualified. All newly hired teachers must be properly licensed and

meet the NCLB definition of highly qualified. All School wide Program paraprofessionals hired to provide instructional support must meet the NCLB definition of highly-qualified, regardless of program assignment or funding in one of the following ways: Complete two years at an institution of higher education, or possess an Associate's Degree or higher, or successfully complete the Paraprofessional exam.

Mrs. Teare (principal) handles the student teaching placements. We do this every semester in an effort to support Indiana University as well as promote Brooklyn STEM Academy as a potential job placement for these students in the future.

The MSD of Martinsville attracts teachers and instructional assistants because of its beliefs in the following leadership principles:

- To maintain a primary focus on 'Personal Best and High Student Achievement'
- To assure that the M.S.D. of Martinsville is a good place to work and go to school
- To practice effective business management
- To strive for high customer service
- To assure that the M.S.D. of Martinsville is a good community neighbor

The M.S.D. of Martinsville takes pride in making sure all staff and students are supported. The leadership team in the corporation office is friendly and visible in the buildings. Frequent visits to the schools and open communication provide the staff and students the confirmation that they are both supported and appreciated.

### ***Strategies to Retain Highly Qualified Staff***

Professional Development is on-going for all staff. Teachers are encouraged to participate in district professional development and they are encouraged to attend professional development provided by qualified presenters that address our school improvement goals. Staff members give presentations to the staff to train and/or share with them the ideas from the professional development opportunity. Throughout the year, professional articles are shared at staff meetings and our staff participates in professional book studies. Teachers are encouraged to observe lessons in their colleague's classroom and they are encouraged to share new strategies during staff meetings.

New teachers are assigned a mentor and they participate in the required Indiana Department of Education program (IMAP). Teachers are encouraged to participate in curriculum development at the district level. All teachers are provided the opportunity to participate in decision making at the school level. Teachers have the opportunity to earn additional income through coaching, sponsoring clubs, and tutoring. Teachers are eligible for salary increases when they complete a Master's degree, and again when they complete 30 credit hours beyond their Master's degree.



## **Component 6: Strategies to Increase Parent Involvement with School and Title I**

It is a goal of Brooklyn STEM Academy that parents are involved and feel comfortable attending or volunteering for events and workshops. Below are strategies that we would like to implement to make it easier for parents to be more involved.

- Create a Parent Volunteer Form listing the days, times, etc. that parents are available. This group of parents will assist with Rtl activities.
- Schedule a workshop to explain Lexia and show parents how to use the information gathered from it.
- Schedule Meet the Teacher Night before school begins.
- Schedule literacy parent workshops.
- Continue Book and Tape programs.
- Send literacy packets home with Tier II students.
- Send a paper copy of our school newsletter home with students that do not have Internet and post the newsletter on the school website.
- Continue Parent/Teacher Conferences.

Brooklyn STEM Academy has the following activities in place to encourage parent involvement.

- Active Brooklyn PTO-many volunteers for special events
- Meet the Teacher Night-August
- Parent Volunteers in classrooms and in the library
- Grandparent Night-September
- Family STEM Nights
- Guest Readers-involves parents and community members
- School Messenger-telephone system that sends messages to all families about special events and school delays/closings
- Family Access-parents can view information such as grades, lunch account balance, discipline, etc.
- Art Displays at the Art Sanctuary in Martinsville
- Music Programs-one per grade level
- Literacy Nights through Title
- Parent-Teacher Conferences

All Brooklyn STEM Academy families are invited to join the Parent Teacher Organization. It plays an active role in the school. They organize and support programs such as Grandparent Night, Honor Night, Title I literacy meetings, and STEM Family Nights. PTO assists in paying for instructional materials and transportation for

field trips. They pay for convocations each year and assist the school through donations and parent volunteers. The PTO provides information to parents and the community through the school's monthly newsletter, as well as sending home paper copies for activities.

The Brooklyn staff continues to encourage both formal and informal ways of communicating with parents. Parents have access to information through classroom newsletters, school emails, the school/district website, written notes, DoJo, Remind, phone calls, report cards, and parent-teacher conferences. Assessment information for weekly tests, NWEA results, and ILEARN are all shared directly with the parent through hard copies of the items.

The Brooklyn STEM Academy Title I program also emphasizes parent involvement. A Home School Compact was written and is revised annually. Our Title I staff also distributes a Title I brochure, the MSD of Martinsville Parent Involvement Policy (Appendix A), the Brooklyn Parent Involvement Policy (Appendix B), and the Brooklyn Home School Compact (Appendix C). Parents receive a survey two times each year. In this survey, our parents are able to list their interest in literacy workshops and give input for improving the Title I program (Appendix D and E). Newsletters are sent home each semester along with the Home Connect handout. The end of the year Title I summary gives the results of the parent input (Appendix F).

The goal of the Brooklyn STEM Academy Title I program is to meet the literacy needs of our families. We want to form a school-home partnership and give parents the opportunity to choose programs based on their interests and the goals set for their children.

Surveys are sent home in September and February. Parents can share their needs. They choose to receive information on parent discussion groups, take home learning packets, parent workshops, reading/writing strategies, comprehension tips, study habits to help with homework frustrations, and websites for education and information. Weekly leveled books are sent home with students. This activity encourages the parent and the student to practice reading skills while learning and having fun together.

Parents may choose to have their child receive a weekly Take Home Learning Packet. In each learning packet there is a book on the child's reading level, along with two skill building activities. A teacher may also recommend that a student receive a packet. Parents are then contacted to encourage them to help practice the skills sent home for their child.

Materials, tips, and strategies are sent home throughout the year to meet the needs of each family. Parent workshops are held covering several topics of interest. A Title I Open House is held annually.

Parents are their child's first teacher. Their role is very unique and important. Our goal

in Title I Parent Involvement is to help parents with resources and materials so each child has the opportunity to master needed skills and succeed in school.

## **Component 7: Preschool and Intermediate School Transition**

### ***A. Preschool Transition***

We have several programs in place in Morgan County to try and prepare young children for school. Brooklyn STEM Academy has two pre-kindergarten classes, while the corporation has 4 Title I pre-kindergarten classes in different elementary schools. Students must turn 4 by October 1st in order to qualify.

Another program is through Headstart of Morgan County. Headstart provides preschool opportunities to children of families that cannot afford the costs of preschool.

Brooklyn STEM Academy conducts Kindergarten Round-Up each April. Community members are informed, via newspaper, website, and flyers about the event. At Kindergarten Round-Up, pre-kindergarten students are introduced to staff members. Parents are able to review the school-wide programs and tour the building.

### ***B. Intermediate School Transition***

Along with transition opportunities for preschool/Kindergarteners, we also have transition opportunities for our fifth grade students who enter into the intermediate school. The special education students all have transition conferences between the staff at both Brooklyn STEM Academy and Bell Intermediate Academy. The parents have the opportunity to ask questions and make decisions about their child's transition to the middle school.

The principal and school counselor at the intermediate school visits each elementary school to have a discussion about expectations and procedures. The students have an opportunity to ask questions at this time. Students are given an opportunity to visit the intermediate school through a field trip during fourth grade.

Our intermediate school offers an orientation night to incoming 5<sup>th</sup> graders along with a During the summer, the buildings are open for students and their families to tour.

## **Component 8: Teacher Decision Making Using Academic Assessment Results**

### ***A. Description and Location of Curriculum***

Brooklyn STEM Academy utilizes the Indiana College-and-Career Readiness Standards as the core curriculum for language arts, mathematics, social studies, and science. Teachers have copies for all core curricular areas in their classrooms as well as can locate them on the IDOE website. The principal also has copies of the standards for all of the core subject areas in her office, which parents and community members can review. All instructional strategies and assessments support student progress toward mastery of the standards.

The master schedule at Brooklyn provides an uninterrupted block for literacy and math instruction at each grade level. These blocks of time are protected from unnecessary interruptions during the school day.

Reading in grades K-4: Classroom teachers are required to provide 90 minutes of uninterrupted reading instruction. We just adopted a new reading series: McGraw Hill. In addition, many teachers use the Daily 5 framework to incorporate reading and writing skills in the class.

Writing in grades K-4: Classroom teachers spend time daily working on writing instruction. Mini-lessons are taught based on student needs. Student needs are identified through conferencing, curriculum standards, and assessments. Writing will be a focus for this year.

Math in grades K-4: Classroom teachers provide 60 minutes of math instruction daily. Our district also created Success groups for math that focus on 13 essential skills. Students are in differentiated groups that are based on their ability level.

Fine Arts Program: All instruction is provided in physical education, art, music, and technology throughout the school year. Special area teachers also follow the Indiana standards as well as incorporate STEM curriculum into the learning.

### ***B. Staff Involvement in Decision-Making***

The Continuous Improvement Committee will be involved during the 2022-2023 school year in the School Improvement Process like they were in years prior. Our School Improvement Team will meet to review our plan and assess our progress in meeting our goals. All certified staff members will analyze data regularly and collaborate on ways to improve instruction so all students master the standards. Teachers at each grade level, along with the resource teacher, Title I teacher, and the principal will meet to review assessments such as NWEA and programs such as Lexia. Through this collaboration, students are grouped for the half hour block of Success Time (RtI) daily. Teachers will share successful instructional strategies and investigate research-based strategies that will help all students master the standards. Grade level teachers have common planning time daily to collaborate. Mini assessments (pre/post tests) have been created to determine mastery in math. All staff will review data and determine the effectiveness of our Goal Action Plan. We will adjust our plan and goals in the spring to prepare for the next year.

### ***C. Titles and Descriptions of Assessment Instruments***

**NWEA (Northwest Evaluation Association)** – NWEA provides interim and formative assessments designed to inform teaching and improve student learning in reading, mathematics, social studies, and science. NWEA is a computer-based benchmark assessment given to students in grades K-4 three times a year (fall, winter, and spring). This assessment helps drive instruction in the areas of math, reading and language arts.

**Indiana Readiness Evaluation and Determination (IREAD-3)**- IREAD-3 measures foundational reading standards in grade 3.

**Indiana Learning Evaluation Assessment Readiness Network (ILEARN)** – ILEARN is an annual standardized test mandated by the state of Indiana for all students in grades 3-4. It is used to measure student achievement and growth in English/language arts, mathematics, science, and social studies.

**Educational Software for Guiding Instruction (ESGI)**-allow teachers to target and differentiate instruction in kindergarten.

### **Component 9: Effective, Timely Additional Assistance**

The use of on-going data and interventions help every child be successful. The data shows the growth or the areas that still require growth. We use that information to meet the needs of the students.

Additional support is provided to students that are identified as being below benchmark for reading and math instructions. Support is provided in small group instruction (4-5 students), additional practice on Study Island or other computer programs, additional skill instruction in the classroom, and 1-to-1 instruction if needed. The interventions are research-based and best practices.

Students are progress monitored monthly to determine improvement. A lack of improvement would require additional support. Communication with the parents is a necessity along the way. Parents are informed if extra interventions are needed or if progress is made.

### **Component 10: Coordination & Integration of Funds**

The MSD of Martinsville has chosen not to combine federal, state, and local funds. The MSD of Martinsville is aware that option is available. Although the MSD of Martinsville chooses not to combine funds, Brooklyn STEM Academy considers all available monies

before making decisions as to how funds will be spent. Great care is taken to ensure that all Title I funding is used to supplement, not supplant programs. Based upon our comprehensive needs assessment, Brooklyn STEM Academy plans to coordinate the following program efforts:

Title I, Part A (No Child Left Behind)

Title II, Part A (Preparing, Training, and Recruiting HQ Staff)

Title II, Part D (Enhancing Education through Technology)

IDEA (Individuals with Disabilities Act)

## **Part 2: Additional Narrative for PL221 Compliance**

### **Attendance**

Brooklyn STEM Academy strives to increase our attendance rate regularly. Our attendance rate declined to 94.7% for the 2021-2022 school year. Several strategies have been implemented to help increase our attendance rate:

- We currently have an attendance bulletin board in the front hallway that shows our weekly attendance rate for the grade level.
- We are developing a school committee to focus on attendance and will create more attendance incentives that will motivate students and parents.
- We have started a new attendance challenge against a local elementary school. Whoever has the best attendance wins the challenge, causing the losing school's principal to have to wear a school shirt from the opposing school.
- Each nine weeks, we give out perfect attendance spirit sticks that the students collect on a chain. These are given to students who display perfect attendance without any tardies during each month. They are also recognized at the Nine-Week Celebration.

The MSD of Martinsville has School Messenger, which is a computer-based calling system. Every day, School Messenger calls those parents who did not report their children absent in the morning. The principal receives a daily report that shows the number of calls placed each day.

Beginning in 2018, Brooklyn implemented the School Check-In electronic system. When a student arrives late or leaves early, they have to check themselves into the computer system. This computer system generates daily reports for the clinic clerk. She then updates attendance records accordingly.

Attendance reports are automatically generated by our Skyward system. After a student's 8<sup>th</sup> absence, a warning letter is mailed home to the parents letting them know

their student's attendance status. After the 10<sup>th</sup> absence, an official letter is sent home and a copy is sent to the truancy officer. The letter states that for every absence after twelve, the parents must present the office with a doctor's note upon the child's return to school. The corporation's truancy officer helps the schools by contacting parents who are not being compliant. In severe cases, the Home School Coordinator, the truancy officer, and/or Principal may make home visits to discuss with the parents the importance of sending their child to school.

### **Technology as a Learning Tool**

Technology changes constantly and our goal is to stay current with the changes and use technology as a learning tool. We believe technology exists at our school for two purposes:

- To increase staff productivity
- To increase academic achievement

Staff has access to Internet in all rooms and technology training/support.

Basic technology pieces include:

- Classroom desktops for teachers-networked to a printer
- 1-to-1 devices
  - For PreK, the devices are iPads
  - For K-4th grade, the devices are Chromebooks (touchscreens for K-1)
  - We also have iPads for 2nd-4th grade to use for PLTW
  - Each student takes the Chromebook home every evening
- Teachers have a chromebook
- Smart boards are installed in all classrooms
- Document cameras in most classrooms
- Digital camera for the school
- Telephones-in each classroom

Teachers use technology frequently to support literacy, math, and PLTW. We also have staff members who teach technology classes to students according to the newest Computer Science standards.

### **Safe and Disciplined Learning Environment**

Brooklyn STEM Academy and the MSD of Martinsville are committed to having a safe and disciplined environment for learning. A crisis plan is in place covering all areas of potential crisis from natural disaster to intruder/hostage situations, shooting, and kidnapping. The crisis plan is reviewed/revised annually. Each staff member has a

copy of the crisis plan and a Crisis Response Quick Reference guide. The MSD of Martinsville Safety Committee created this quick reference guide. It gives staff members easy access to our crisis plan. At the beginning of each school year the staff reviews the Crisis Response Quick Reference guide. Fire drills, tornado drills, and lock down drills are held in compliance with state laws. The MSD of Martinsville has an organized safety committee which meets throughout the year. The Leadership Team discusses safety frequently.

Each classroom has a crisis bag that contains an updated class list, a flashlight, band-aids, gauze, notebook, pencil/pen, and disposable gloves. All outside doors are kept locked. Visitors must ring the doorbell and identify themselves to the office staff. The office can then unlock the door using the Aiphone. The Aiphone is connected to a camera so the office staff can see the visitor and speak with him/her. All visitors are then let into the waiting area, which is also kept secure to the rest of the building. Visitors must use the driver's license to check in at the School Check-in location, which does a quick check for sexual offenders and predators. They receive a badge to enter if they have had a background check down through the Indiana State Police website. Our staff is alert if they see unfamiliar visitors in the building and always request that they check in at the office.

All staff members have picture ID name badges that act as keyless entry cards. Each classroom is equipped with a call button. Twelve security cameras are positioned around the building. These cameras are motion activated and a video is stored for later retrieval. The principal and secretary have access to the security cameras on their desktops. Security lights are mounted around the building including a light on each porch by Door 2 and Door 11. The exits are numbered for easy identification by emergency personnel.

Students are dismissed in groups at the end of the day. Certain staff lead students to the bus or to the car rider line. After the buses leave, cars line up in the inner drive. Staff members are stationed at the six paw prints outside to help students get into their vehicles. After all car riders have left, students who walk are dismissed. The staff communicates with walkie-talkies during this time.

The school nurse or principal provides training each year in bloodborne pathogen procedures and using the Heimlich Maneuver. Several staff members are also trained in CPR and the use of the AED machine. An AED machine is located in the front office as well as in the Innovation Center. Staff members have been trained on how to use the EpiPen if needed for a student. Some staff members attended phase two of the non-violent crisis intervention training. Six staff members have been trained in Stop the Bleed Training.



Parents can view and sign-off on the handbook online. There are also hard copies available in the office. A copy of the MSD of Martinsville discipline policy is included in the handbook. A letter describing our philosophy of discipline as well as possible consequences is sent to each parent at the beginning of the year. Each classroom has a discipline policy and parents sign a form showing that they have read the policy. We promote good character and focus on different traits each nine weeks. The traits include: Responsibility, Trustworthiness, Respect, Fairness, Caring, and Citizenship. Each nine weeks, our staff nominates two students who demonstrate those traits. Students receive a PAW pride band and their names are listed in the school newsletter. Students earn PAW Print slips in pre-kindergarten through fourth grade to recognize students who demonstrate Problem Solving, Acting Responsibly, and Working Together with Super-hero Attitudes. There is a drawing by class every Friday on announcements for these students to win a prize for their good behavior. Students can also be recognized with PAWSitive Office Referrals weekly.

### **Specific Areas Where Improvement is Needed Immediately**

All Legal Requirements Met

Brooklyn STEM Academy will comply with all school improvement and accreditation requirements. Brooklyn will comply with the following legal standards.

- Health and Safety
- Minimum Time
- Staff-student Ratio
- Curriculum Offerings
- Instructional Staff
- ILEARN Participation
- Mandatory Annual Assessments
- Accurate and Timely Submission of Reports
- Annual Performance Report

### **Academic Honors Diploma and Core 40:**

Non-applicable section-High School only. The MSD of Martinsville High School offers courses that allow all students to become eligible to earn an Academic Honors Diploma or to complete the Core 40 curriculum.

### **Statues and Rules to be Waived**

At this time, Brooklyn STEM Academy is not applying for waivers.

## **Three-year Timeline for Implementation, Review, & Revision**

### **2022-2023**

August/September

- The staff will meet to review the school improvement plan.
- The STEAM Leadership team will discuss the implementation for the 2022-2023 school year.
- Introduce the plan and explain our target goals to whole staff and parent group.
- Continue to discuss best practices at staff meetings.

September-May

- Focus on DOK for reading and math examples
- WELL Wednesdays will be spent revamping the Math success essential skills and brace mapping
- Read and discuss research-based articles on best practices in teaching reading comprehension and mathematical problem-solving.
- Continue review of ILEARN with NWEA from previous year.
- PLC meetings held weekly
- RtI meetings held twice a month to look at data and moving students within tiers.
- Implement consistent writing practices

October

- Schedule Parent/Teacher Conferences.
- Schedule first parent literacy-focus workshop.

November

- CIC meets to review progress on School-wide Plan and share back with staff.

August-May

- Monthly/Bi-monthly PLC meetings to discuss data and make changes to instruction.

May

- Review the school improvement plan and review the timeline for 2023-2024.

### **2023-2024**

All year

- PLC meetings weekly to determine best strategies and review data

August

- Review the implementation of school-wide Title I based on our plan from 2022-2023.

September

- Review ILEARN results. Focus on areas of greatest concern.

- Revisit strategies from the school improvement plan and revise as necessary.

September-May

- Read and discuss research-based articles on best practices in teaching reading comprehension.
- Articles discussing reading comprehension and math problem solving will be discussed.
- Representatives from Brooklyn will attend the monthly curriculum meeting and report at the school staff meetings.

October

- Schedule Parent/Teacher conferences.
- Schedule first parent literacy night.

January

- Revisit/revise goals and strategies in the school improvement plan.

May

- Review the school improvement plan and review the timeline for 2023-2024.

## **2024-2025**

August

- Review and revise the school improvement plan.

September

- Analyze ILEARN data and revise goals and strategies.

September-May

- Teachers meet monthly in PLC meetings to review standards, create assessments, and review the results

# Action Plan

**Goal 1:** Brooklyn STEM Academy will increase our overall Reading RIT score in NWEA.

**Measurable Objective:** By Spring of 2023, students will improve by 5 Mean-points in NWEA Reading from BOY to EOY.

**Baseline Data:** NWEA Reading Data (K-4) Fall and Spring

**Strategy 1:** Continuation of implementing School-wide Title I

Activity	Person Responsible	Timeline	Resources/ Budget
Implementation of a schedule for School-wide Title I	Title I Staff	Ongoing	Title I Funds and Elementary Budget
90 min. literacy blocks	Classroom Teachers		Leveled Readers
RtI Interventions	Principal		Supplemental Materials
Orton Gillingham Training	New K-2nd grade teachers	2022-2023	District Funding
Title I PD Training	K-4 teachers	2022-2023	Title I funding

**Strategy 2:**

Activity	Person Responsible	Timeline	Resources/ Budget
Lexia	Teachers	Ongoing	District funding
Other RtI Interventions	Classroom Teachers		School budget
Success Time	Principal	Ongoing	Supplemental Materials
			Lexia computer program

**Staff Development/PD:**

District Professional Development lead by the district Instructional Coaches

Grade level PLC's weekly

Title I Training for each grade level

Focusing on DOK

**Evaluation:**

Data from ILEARN, NWEA, Lexia, Study Island

**Goal 2:** Brooklyn STEM Academy will increase our overall Math RIT score in NWEA.

**Measurable Objective:** By Spring of 2023, students will improve by 5 Mean points in NWEA Math from BOY to EOY.

**Baseline Data:** NWEA Math Data (K-4) Fall and Spring

**Strategy 1:** Each grade level will focus on intensively teach 10-13 essential skills.

Activity/Interventions	Person Responsible	Timeline	Resources/ Budget
Brace Mapping Essential Skills	Classroom teachers	2022-23	District Funding
Use data to revamp Success Groups	Classroom teachers	2022-23	District Funding
Use Success Groups	Special Area Teachers	2022-23	District Funding
Compare Pre/Post test data	Classroom Teachers	2022-23	
Organize a list of activities for each grade level	Principal	2022-23	
Plan weekly collaboration time	Instructional Coach	Ongoing	

**Strategy 2:** Maintain a focus on computation and process standards.

Activity/Interventions	Person Responsible	Timeline	Resources/ Budget
Continue school-wide recognition of mastery of facts	Support Staff	2022-2023	District Funding
Collaboration time with grade level team	Classroom Teachers	2022-2023- weekly	
PLC meetings to look at data	Principal and teachers	2022-2023 weekly	
Freckle Math	teachers	2022-2023	Freckle Website-High Ability Funding

**Staff Development/PD:**

District Professional Development lead by the district directors

Grade level PLC's weekly

Research activities to help students with math facts and DOK of items

Focus on math vocabulary that is consistent with ILEARN

**Evaluation:**

Data from ILEARN, NWEA, Math Success Post-tests

