

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Brookfield East High School
(As it should appear in the official records)

School Mailing Address 3305 North Lilly Road
(If address is P.O. Box, also include street address.)

City Brookfield State WI Zip Code+4 (9 digits total) 53005-7608

County Waukesha County

Telephone (262) 781-3500 Fax (262) 790-5445

Web site/URL
<https://www.elmbrookschoools.org/brookfield-east-high-school> E-mail farleya@elmbrookschoools.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Mark Hansen E-mail hansenm@elmbrookschoools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Elmbrook School District Tel. (262) 781-3030

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

(Superintendent's Signature) Date _____

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

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

(School Board President's/Chairperson's Signature) Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

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

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

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

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

- ☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	312
10	338
11	326
12 or higher	361
Total Students	1337

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 12 % Asian
 - 3 % Black or African American
 - 6.8 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 74 % White
 - 3.8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 3%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2021	1339
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Arabic, Bengali, Chinese: Mandarin, Danish, French, German, Greek: Modern, Hindi, Hmong, Italian, Japanese, Korean, Latvian, Lithuanian, Panjabi: Eastern, Panjabi: Western, Polish, Portuguese, Russian, Spanish: Castilian, Tamil, Telugu, Thai, Tulu, Turkish, Ukrainian, Urdu, Vietnamese

English Language Learners (ELL) in the school: 1 %
8 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 147

8. Students receiving special education services with an IEP: 8 %
Total number of students served 102

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

<u>13</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>21</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>37</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>9</u> Intellectual Disability	<u>2</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 3 %
Total number of students served: 36

10. Number of years the principal has been in the position at this school: 9

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	4
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	69
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	95%	97%	95%	95%
High school graduation rate	99%	99%	99%	99%	98%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	354
Enrolled in a 4-year college or university	79%
Enrolled in a community college	4%
Enrolled in career/technical training program	4%
Found employment	7%
Joined the military or other public service	2%
Other	4%

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

Yes ☐ No ☒

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

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

Dedicated to Academic and Human Excellence.

17. Provide a URL link to the school's nondiscrimination policy.

<https://go.boarddocs.com/wi/elmbrook/Board.nsf/goto?open&id=9ACKDT516A57#>

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

PART III – SCHOOL OVERVIEW

Brookfield East High School (BE) is one of ten schools that make up the School District of Elmbrook and serves the suburban communities of Brookfield and Elm Grove, Wisconsin. For the past 60 years, Brookfield East has served as a community pillar that creates an ideal learning environment to ensure every student is safe, stretched (challenged), and supported by a world-class faculty.

The mission of Brookfield East is the pursuit of academic and human excellence. Our school's vision is 100% of our graduates are ready to access and succeed in their selected post-secondary pathway(s). On average, 85-90% of our graduates pursue a 2- or 4-year degree. Within this cohort of students, two-thirds attend colleges or universities within the state of Wisconsin with UW-Madison, UW-Milwaukee, and UW-Lacrosse as the most attended institutions of higher learning. The remaining one-third of the graduating class has historically attended universities throughout the United States. The class of 2022 enrolled in institutions of higher learning in 39 different states. Traditionally, 10-15% of graduates pursue a post-secondary pathway in the military, apprenticeship, or employment.

The Brookfield East commitment to academic and human excellence begins with our relentless focus on the student, teaching, and learning. At BE, we have a common instructional framework within every classroom in every content area, guided by our Advancement Via Individual Determination (AVID) program's WICOR strategies; Writing, Inquiry, Collaboration, Organization and Reading are the pillars of high-impact instruction and engagement for every learner and leader.

Additionally, our annual school improvement planning process yields two goals to further define our work. First, 100% of our students will increase literacy proficiency in reading, writing, and critical thinking. Second, 100% of students will engage authentically in the classroom in order to find academic relevance in their learning for postsecondary success.

To meet our literacy-focused goals, we have adopted three impactful anchor literacy strategies that we embed within every curricular area. We use an active reading strategy (Marking the Text) that develops skilled readers as part of our Critical Reading Process highlighting a system of reading for all students. A writing structure (Claim, Establish Evidence, Analysis, Link, or CEEAL) that provides a framework for students to build organized and clear writing summaries, responses, and reports. And finally, a strategy (Focused Note Taking) to engage and sustain students in the learning process to increase retention, understanding, and learning.

Each of our teachers works in a Professional Learning Community, collaborating weekly with colleagues to support students' learning and engagement. Through high-impact team actions such as collaborative planning, assessment design, analyzing student evidence of learning, and student goal-setting and reflection, student growth is accelerated as a result of each teams' effective collaboration. We share our goals and progress transparently with our faculty, students, and families, using a weekly communication (Tuesday Topic) to build understanding and support for our shared vision, and to celebrate our results.

Throughout our District and Brookfield East, we believe every student should access rigorous course work for school and life success. Similarly, our Superintendent and Curriculum teams have created programming and opportunities that allow all students access to college-credit bearing course work while still in high school. Last school year, 98% of students within our senior class accessed at least one college-credit bearing course while at BE. The majority of our seniors accessed multiple college-credit courses within nine different curricular areas. Every five years, each of our 13 departments engages in a robust curriculum renewal process with the goal of creating curriculum experiences that foster a relevant and rigorous learning environment led by an exceptional teacher-leader.

One of the additions to our curriculum process is a capstone educational experience that all juniors and seniors can access as part of their Academic and Career Plan for post-secondary success. LAUNCH, an experiential-based instructional model, connects rigorous course work with career-based learning through real-world, industry supported professional learning experiences. This commitment to relevancy and

building the talent pipeline is inspirational for our students, staff, families and community. Currently, we have 14 different course strands including: Multimedia Solutions, Construction, Future Teachers, Engineering, and Medicine and Health Care.

Strong instructional practices with high expectations must be accompanied by a safe and nurturing learning environment. As one of Wisconsin's first Hope Squad schools, we have made a commitment to the mental and physical health of all students. Core to our approach is the development of student leaders, nominated by their peers, equipped with the tools, strategies, resources, and language skills to connect a friend in need to an adult who can support. As the research reveals, students are at least 2 times more likely to seek a peer or friend over an adult when in need of help/support for mental health. Our Brookfield East Hope Squad has created a wellness framework that builds the physical, mental, and emotional health for our entire school community, and is an amazing organization with compassionate, hopeful and trusted student-leaders and advisers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

All students at Brookfield East take a minimum of four English credits grounded in core, one-credit, survey classes for 9th, 10th, and 11th grades before delving into 12th grade electives where they select two half-credit classes in the areas of writing, reading, public speaking, and/or Advanced Placement. Every student has access to advanced course work in all grades, but teachers also embed rigorous extension opportunities in every class. The English department follows the curriculum established by the course guide aligned to the Common Core Literacy Standards and Advanced Placement disciplinary practices and learning objectives with approximately 10 Priority Standards that ground the learning targets, Essential Questions, common assessments, and rubric language for each unit on a course guide. The alignment process helps ensure vertical scaffolding with regard to text complexity for whole class and literature circle reads as well as the rigor of writing assessments.

The English department has made several changes over time to respond to students' literacy needs as demonstrated through the recent implementation of reading a whole-class canonical novel followed by choice book clubs of either canonical or contemporary texts. Through both book clubs and whole-class reads, students are asked to practice critical reading strategies such as Marking the Text, inferencing, and identifying best quality evidence. Daily time devoted to students' choice reads has been essential for building reading stamina, creating enthusiasm, and independently practicing close reading skills. Choice reading also provides a pivotal opportunity for teachers to learn more about students' interests and reading skills; consequently, teachers can more accurately personalize instruction and book recommendations to meet students' needs. In response to a need for students to have a consistent structure for paragraph organization, English teachers created the Claim, Establish Evidence, Analysis, Link (CEEAL), a writing structure and an acronym that universally identifies the purpose for each sentence in a paragraph. Students in each grade level practice composing CEEAL paragraphs as part of the essay writing process to support and to strengthen writing skills. English teachers developed supporting resources for CEEAL assessments and provided training and instructional materials on CEEAL writing for the entire teaching staff to strengthen our common expectations and language around writing. Lastly, both in response to the value that John Hattie's findings place on collective efficacy and a shift to the co-serve delivery model for special education services, English teachers revamped the structure of their professional learning community (PLC) planning time to include a heavier emphasis on individual students' strengths and needs, evaluating assessment data both to curate student exemplars and inform instructional practices, and widening the scope of a team to integrate instructional coaches and special education professionals. This shift in particular has been helpful in creating consistency around how teams use student standardized testing data from tools like eduCLIMBER or from its own assessments to design heterogeneous groups and more responsive, engaging instruction.

1b. Mathematics curriculum content, instruction, and assessment:

The mathematics department at Brookfield East offers a variety of courses aligned to the Wisconsin Standards of Mathematics and the NCTM Principles and Standards for School Mathematics and designed to challenge each learner to think critically, problem solve, and develop a sound understanding of fundamental mathematical principles. Our course offerings are essential in preparing students for college and career readiness and include the following courses available to all students in grades 9-12: Algebra, Geometry, Honors Geometry, Algebra II, Honors Algebra II, Functions and Trigonometry, Statistics, Data Analysis, Precalculus, Honors Precalculus, AP AB Calculus, AP BC Calculus, AP Statistics, Calculus III, and Math for Data Science. Our Algebra, Geometry, and Algebra II courses are foundational courses that prepare students and give them confidence needed for college and career readiness. Teachers are organized into professional learning communities (PLC) of the content teachers, a special education teacher, and an instructional coach. These PLC teams meet weekly to plan and differentiate instruction, analyze assessment data, and design modifications to challenge all learners. Our Statistics, Data Analysis, Precalculus, and

Calculus III courses offer students college credit through our CAPP program partnership with the University of Wisconsin Oshkosh. Instructors of these courses possess a masters degree in mathematics education and assist students with earning college credit. Similarly, our AP teachers are trained through College Board and PLC to create common learning activities and assessments to prepare students for earning the high scores on their AP exams and to emphasize a deep understanding of math concepts.

Our teachers utilize a wide variety of instructional strategies to successfully engage students in the block schedule. As a department, we believe that implementing active learning strategies engages students to investigate mathematical concepts, to discuss their findings with peers, and to share their ideas in a large group setting. The math department has partnered with our Advancement Via Individual Determination (AVID) site team to incorporate student led tutorials and literacy-based learning strategies. During the tutorial process, students work in small groups and use questioning techniques to guide a classmate through a mathematical problem they have identified as an area for growth. When approaching mathematical application problems, students begin by annotating the text and craft their answer with a paragraph format of Claim, Establish, Evidence, Analysis, and Link (CEEAL). Many of our AP teachers use a hybrid of the CEEAL process with free response questions. With our incoming freshmen students, our teachers model Cornell Notes and work with students throughout the year to help them incorporate note taking strategies into all of their courses.

The assessment process in the math department involves using both formative and summative assessments. Teachers use frequent formative assessments to both assess current levels of understanding and plan for future instruction. Exit tickets, quick checks, and polling software are some examples of common practice. Our department uses a variety of summative assessments focused on evaluating high-level, critical thinking skills with our students. Performance assessments, free response questions, writing prompts for CEEAL paragraphs, and traditional assessments are some examples of common practice.

1c. Science curriculum content, instruction, and assessment:

The Brookfield East science department has a well-designed curriculum aligned to the Next Generation Science Standard (NGSS) that includes a wide range of science disciplines and course offerings such as: Biology, Honors Biology, AP Biology, Anatomy and Physiology, Marine Biology, Ecology, AP Environmental Science, Chemistry, Honors Chemistry, AP Chemistry, Organic Chemistry, Physics, AP Physics I, AP Physics II, AP Physics C, Geology, Astronomy and Meteorology, Project Lead The Way (PLTW) Principles of Biomedical Science, PLTW Human Body Systems, and Healthcare Systems. We are fortunate to have 17 acres of a nature preserve on campus that has wetlands, prairie, forest, pond life, and a building dedicated to our Nature Center. This area provides outdoor science experiences for all our school district's elementary students and serves as an outdoor classroom for many of our high school classes.

At Brookfield East, our science courses are taught by passionate teachers with advanced degrees who are dedicated to providing quality education to their students. BE science teachers engage students through active learning. We routinely use Marking The Text and annotation to enhance students' comprehension in science reading passages, practice problem sets, and assessment prompts. Student writing is centered on our CEEAL and CER writing structures to promote thoughtful, structured, and efficient writing in the science classroom. Instruction also includes developing students' skills in creating high quality class notes that connect thinking, summarize and reflect on current learning, illustrate knowledge of concepts, and show application of learning. Hands-on experiences, inquiry based activities, and project based learning are commonplace. We promote supportive learning environments that encourage collaboration, critical thinking, and problem solving among students.

At Brookfield East, we believe that feedback is a valuable gift. Our teachers assess students regularly to help students identify their strengths and opportunities to grow, set goals, and improve their learning outcomes. In turn, teachers use formal and informal assessments to monitor the progress of their students and adjust instruction accordingly.

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

Recently, our Social Studies department engaged in curriculum alignment based on the College, Career, and Civic Life (C3) framework to coordinate learning objectives and literacy framework standards. Literacy standards are at the heart of our social studies subjects, and courses are open to 9-12th graders including offerings in history, human geography, political science, psychology, sociology, and economics. Students take 3.5 credits for graduation, but the majority of students engage in more courses, including the eight Advanced Placement offerings of the department, making Social Studies the second largest department at Brookfield East. In all social studies courses, students learn and reinforce literacy skills as much as in their English classes. We focus on this curricular approach because literacy mastery is one of the strongest indicators of future success. We have targeted freshmen social studies classes for early exposure to literacy standards, allowing for compounding success in subsequent years.

Our general instructional approach includes a highly collaborative department organized in professional learning communities (PLCs). These PLCs plan instruction focused on the learning goals, construct formative and summative assessments, and analyze student work to target the learning goals and individual student needs in the courses. PLCs allow for alike courses, cross curricular, and vertically aligned planning to support student learning growth. Individual teachers and PLC groups also work closely with our Special Education department to meet individual student needs. Student Learning Objectives (SLOs) are created each year to focus on improving student performance through creation of assessments, examination of the assessment results, and continually reworking SLOs to further student achievement. Daily formative assessments including check-ins, exit tickets, and practice opportunities with meaningful and timely feedback are the norm. Teachers in PLCs create common rubrics, collect data, and analyze results from common assessments. PLC groups then use assessment data to guide further instruction supporting every student in reaching academic excellence.

1e. For schools that serve grades 7-12:

Students explore a range of postsecondary pursuits, take collegiate-level academics, and partake in college and career experiences early and often as these abundant experiences are embedded in our curriculum at Brookfield East. Through learning opportunities in Advanced Placement, Project Lead the Way, Dual Enrollment, Early College Credit Program, Start College Now, Apprenticeship programs, Mentorship opportunities, and Career-Based Learning, we fulfill our Elmbrook Promise: “to serve students, to empower them to be consumers of their education, to support them in discovering pathways to opportunities in their future” by offering up to 30 college credits upon high school graduation to every student at BE.

The career-based LAUNCH program provides an exploration of professional areas of interest through an inquiry learning method. LAUNCH is driven by the changing workforce needs of industry; therefore, educators and business partners collaborate to develop course work that follows industry trends and market changes. LAUNCH brings academic disciplines together to form “strands” representing career pathways within business, data science, IT, engineering, skilled trades, teaching, healthcare, and manufacturing. LAUNCH is an example of how business, community, and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high-skill, high-demand jobs. BE’s student-run coffee shop, a capstone business course, focuses on hands-on learning. Supported by community donations and an inclusive environment for students with disabilities to receive job training, this course is another example of what happens when collaboration, innovation, and student leadership align.

Academic and career planning activities are embedded into the curriculum and support students in understanding and reflecting on strengths, interests, and learning styles. Graduation requirements such as Personal Finance, provide students with resources and tools to support financial success after school. Connecting goals to a personal plan, students explore curricular offerings supported by meaningful relationships with staff, counselors, parents/guardians, and community members.

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Visual Arts is essential in the well-rounded development and growth of students. We offer seven introductory courses with a range of specialties, college credit opportunities, and Advanced Placement courses. The curriculum is based on the National and Wisconsin Standards that assess students on creating, responding, presenting, and connecting through artmaking in a 9 week course available to all grade levels and abilities. Students learn skills for improving artistic practice such as analyzing and evaluating art through critique, studying art history throughout the world, and exhibiting work professionally. After an introductory course, students proceed to intermediate and advanced levels. In the last five years, the department has grown from 1.6 to 3.25 teachers, and is focused on reaching more students, supporting schoolwide creative problem-solving, and modeling an inclusive space for all.

Opportunities for students in the Performing Arts are provided through twelve music ensembles. Meeting for eighty-four minutes every other day, our Bands, Choirs, and Orchestras provide musicians in grades 9-12 foundational pedagogical support, music theory and history, and repertoire. Each performer's skills are matched with an ensemble through individual assessment. With a firm belief that music is for everyone, instructors facilitate each student's growth and discovery of their own musical potential. Every student learner in our music ensembles represents music learning from beginner through advanced including students who receive Special Education services. Each year, approximately four-hundred students perform throughout the community representing what has been coined "one of the finest music programs in the state of Wisconsin."

2b. Physical education/health/nutrition

Our Physical Education curriculum reaches all students 9-12 and provides students with a half of a credit in 9 weeks. All 9th graders take our PE09 course focused on skills and concepts that help them achieve a health-enhancing level of physical activity and fitness. Our 10th-12th graders choose additional PE classes including Team & Racquet Sports, Lifetime Activities, Variety Sports, Outdoor Pursuits, Advanced Team Sports, Ultimate Strength & Conditioning, Personal Fitness, Lifeguarding, and Sports Officiating. Every 10th grader at BE is required to take a 9-week Health education course. Within this class, students learn about the Eight Dimensions of Wellness, are provided with resources surrounding mental health, including how to recognize feelings, actions, changes, and threats associated with an increased risk of suicide. Students are active participants in learning about nutrition and finding a healthy eating style for themselves. Students become familiar with basic first aid, how to perform hands only CPR, the dangers of drugs and addictive behaviors, and human growth and development. Through these courses, students acquire the knowledge and skills to strengthen peer relationships and help them live a healthy, active, and enjoyable lifestyle beyond Brookfield East exemplifying our commitment to educate the whole student.

2c. Foreign language(s), if offered (if not offered, leave blank)

Collaboration and reflection are keys not only to student success, but also to the success of BE's World Language department. Our work is guided by the American Council for the Teaching of Foreign Languages (ACTFL) proficiency standards where students use language to connect to the world beyond the classroom. We believe that language learning fosters the exchanges of knowledge, information, and ideas, and strengthens and broadens academic performance across subjects. The standards of Communication, Cultures, Connections, Comparisons, and Communities help student growth in the essential literacy anchor skills: reading, writing, listening, and speaking. We weave these skills throughout our units and use them on a daily basis to facilitate each student's language learning journey and to inspire them to want to travel and find a way to use their language skills in the real world. Spanish, French, Latin, German, and Mandarin are offered to all students in grades 9-12 in an 18-week class with the potential for students to earn college credit in each language, either through the University of Wisconsin-Oshkosh CAPP program or the

University of Minnesota CIS program (5 to 21 credits). Each language is supported by respective clubs, honor societies, and travel opportunities to enrich our students' personal lives.

2d. Technology/library/media

The newly renovated library at BE is a hub of activity before, during, and after school. With over 14,000 books as well as tables, chairs, couches, and two private workspaces, students and staff gather there constantly for group work, meetings, and after-school clubs. It also hosts the Tech Team, a team of students who fix broken Chromebooks from around the district. The students diagnose and fix both hardware and software issues. This supports our 1:1 computer technology initiative and keeps technology in each students' hands.

The library is led by a fully certified librarian and a library assistant. The district uses BadgerLink, a collection of databases provided by the state of Wisconsin, to support students' access, utilization, and quality of their research. The librarian partners with teachers of all grades, including ELA classes and AP classes, to provide tailored lessons for students focused on search terms, website credibility, using NoodleTools for citation and note taking, and more. The combination of the renovation, resources, and community support has made the library the academic hub of BE.

2e. Any other interesting or innovative curriculum programs you would like to share

Brookfield East uses a nationally renowned program, AVID, which stands for Advancement Via Individual Determination, as both a student elective class and a schoolwide instructional framework. AVID provides students with foundational academic skills in the areas of Writing, Inquiry, Collaboration, Organization and Reading (WICOR); these areas are paramount to collegiate and post-secondary success and provide a building block for all classroom instruction.

The AVID elective class consists of 30 students in each grade level 9th through 12th who meet every other day. Students take the elective for all four years of high school and stay with the same peers; this creates a family-like atmosphere where students develop their academic skills and strive for a successful future. Student selection for AVID is a rigorous data-driven process based on their academic performance and their desire for success. A day in AVID consists of tutorials and grade-level curriculum (WICOR, career exploration, college searches, applying for scholarships). In student-led tutorials (study groups), students work together in small groups and present points of confusion from their core academic classes. Students use questioning techniques to help their peers discover and gain insight on their previous misconceptions. These critical thinking skills are foundational to student success in AVID and throughout BE.

3. Academic Supports

3a. Students performing below grade level:

The core values of high quality, evidence-based, universal instruction; data based decision making; and continuously improved instructional planning lead us to embrace a Multi-tiered System of Support (MTSS). We systematically provide support with varying degrees of intensity based upon student responsiveness to instruction and intervention. MTSS is a dynamic framework and maximizes our ability to match instruction and intervention to student needs, allowing for an integration of academic and behavioral support. Through analysis of assessment data and collaboration of stakeholders through the problem solving process, services can be efficiently and effectively allocated. We empower each student through our values of belonging, engagement, and excellence. When student concerns arise, teachers and Student Service members huddle with the student to discuss strengths and brainstorm strategies as documented in a Student Success Plan. We have an Early Warning System at each grade level which identifies students with less than 90% attendance and/or are struggling academically. If a student is not meeting benchmarks or demonstrating enough growth, we consider whether the classroom instructional practices reflect identified area(s) of need, the correct intervention based on skill deficit was identified, the intervention is being delivered with fidelity, minutes are adequate, or the group size is adequate. All students with an intervention have a plan created in the eduCLIMBER database. The Problem Solving Team (PST) then records in eduCLIMBER current skill of

instruction (comprehension, fluency, math calculation, math problem-solving), current intervention practice, progress notes with recommended continued intervention, summarized attendance patterns, and changes to instruction. We strive for every student at BE to feel safe, stretched, and supported. We are committed to meeting the needs of every student, every time, all the time.

3b. Students performing above grade level:

Brookfield East's service delivery model consists of a continuum of services ranging from classroom differentiation and extension to whole-grade acceleration. College, career, and life readiness is a central philosophy at BE, with educators focusing on academic and career planning, and offering career-based challenges, mentorships, internships, guest instructors and experts in the field, and other innovations such as student collaborations provided by area business and industry.

Honors and College level course work begins as student readiness is established. Above grade level assessments such as Pre-ACT, ACT, and cognitive abilities assist students and families to determine level of readiness, areas of strength, and student interest. Offerings include high school Dual Credit, Early College Credit Program, Start College Now, and 25 unique Advanced Placement courses offered in-house. Multiple areas of study are offered by university professors as acceleration options continue to increase. With approximately 30% of students performing advanced in literacy and mathematics according to Measures of Academic Progress, the academic acceleration needed for students performing above grade level is embedded in their unique academic and career plans.

Our teachers are aware of empirical evidence regarding the cognitive, creative, and affective development of learners with gifts and talents, and the programming that meets their concomitant needs. We use this expertise systematically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes. The district Talent Development Coordinator and school counselors regularly meet with students and families to determine appropriate above-grade level course and individual acceleration needs. The Elmbrook Gifted and Talented Parent Advisory Organization (GTPAO) in collaboration with district talent development provides resources for students and families to navigate the vast above grade-level high school options and opportunities.

3c. Students with disabilities:

BE is an inclusive educational environment where students with disabilities primarily access classes with peers of the same age throughout the day. The special education staff participate on "co-serve teams" with general education teachers in the areas of English 9, 10, 11, and Algebra 1, Geometry, and Algebra 2. By co-serving all sections of these courses, students are able to receive specially designed instruction within the general education classroom within natural proportions. A select number of students receive explicit, research-based intervention in a special education setting based on individual disability related needs, a decision the IEP team makes while considering the least restrictive environment. Our co-serve teams regularly plan instruction using the Universal Design for Learning (UDL) framework. Proactive instructional decisions are made with high impact strategies for specially designed instruction, intentionally infused within the daily plans of the class for each student's needs. Through the UDL framework, teams discuss the priority standards to determine the content, process, and product for which the students will be assessed. The efforts of these teams, in addition to co-planning with staff in all departments and professional development for all staff around research-based instructional strategies and inclusive practices, is what keeps our staff grounded in the work of closing the achievement gap. What is good for students who struggle is often good for all students, which is why we utilize the UDL framework. Our commitment to these practices and strategies in all settings has led to the empowerment of students with disabilities in the general education classroom as they are given the opportunity to build their knowledge, skills, and independence alongside their same age peers.

3d. English Language Learners:

Best practices in the teaching and learning of English as a Second Language stress the need for students to learn content and language at the same time, so our EL teacher customizes materials and identifies strategies in collaboration with our general education teachers to support the goals of our students in the classroom in one of three methods: monitoring, in-class support, or specialized language instruction. Much of this support is provided through collaborative, proactive planning of the daily instruction students will receive in the classroom. Students will develop academic English in the areas of listening, speaking, reading, and writing at grade level proficiency; enhance conversational English language skills needed to communicate with classmates, teachers, and other building staff; and be supported in learning content at a grade level proficiency as needed. Our materials are based on the World-Class Instructional Design and Assessment (WIDA) Consortium guidelines created to implement high quality standards, assessments, research, and professional development to advance language development and academic achievement for linguistically diverse students. At Brookfield East, services for our English Language Learners (ELL) provide support in the regular education program and students are required to meet the same rigorous standards and benchmarks as all general education students.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Over ten years ago, our faculty drafted the mission, vision, and core values that define our Brookfield East community and the learning environment for students and staff. Annually, student and teacher teams reflect and set goals based upon our mission, vision, and core values. As visitors enter BE, they are welcomed by one of our core values, “Our culture is our strength.” We believe the four years of high school are foundational for every student’s post-secondary success. We believe in the power of community, hope, and the potential of every student. Our Culture is Our Strength sets a vision for the importance of a thriving school culture and warm climate as described by our faculty: “built on a culture of partnership, collaboration, and concern for the well-being of all Spartans. We protect our positivity. We believe a thriving school culture allows everyone to grow in their pursuit of academic and human excellence. All things are possible within this culture.”

We strive to engage all students in a relevant and rigorous curriculum led by relationship-centered educators who maintain high expectations for student learning. In our end-of-year student engagement survey, nearly 90% of our students responded favorably that teachers encourage them to do their best. We recognize and celebrate student success at BE through a Student of the Month program where teachers submit student names and rationale in the areas of leadership and/or Academic & Human Excellence. Nominations are collected, printed highlighting the achievements, signed by administration, and mailed to parents and/or guardians to celebrate this success. Similarly, nearly 85% of our students responded favorably that they are appropriately challenged in their learning. With more than 500 students taking more than 1000 exams in our Advanced Placement courses alone, students rise to the challenge of rich learning experiences. However, they would not be able to do so without the supportive culture of BE, and we do so by celebrating all types of challenging learning experiences such as Honor Roll, Highest Mover (growth in GPA), Scholarship & Recognition Night, military service, and other accomplishments.

We believe in the importance of co-curricular participation and the development of collaboration, time management, preparation, goal-setting, wellness, and leadership skills. Approximately 90% of our students engaged in at least one of our over 70 clubs and activities or 25 sports, and we believe this involvement is a benefit to the total educational experience for each student.

2. Engaging Families and Community:

We believe that teamwork multiplies our successes. This collaboration-focused core value extends throughout the Elmbrook community. BE is fortunate to benefit from an engaged community committed to exceptional learning environments and experiences for students. We prioritize communication with our families providing weekly updates on school goals, anchor literacy strategies, learning priorities, and key events/activities connected to our Academic and Career Planning. Additionally, families have access to course Canvas pages which include teachers’ summary of learning expectations, activities, assessments, and homework assignments.

Every five years academic departments engage in a robust curriculum review and course adoption processes to provide students with rigorous and relevant curriculum. The Business Education curricular alignment resulted in an inspirational collision of community and curriculum to benefit our school and students. Our course adoption process, along with our community interest and investment, resulted in the opening of the Spartan Union, a student-led and adult-supported coffee shop run by our Business Leadership course where students gain invaluable learning experience in a marketing, hospitality, accounting, or finance lens. Moreover, when we sought financial support from our community to build a coffee shop in the middle of our school, our community responded. Through the generous donation of ten different businesses, families, and parent organizations, the Spartan Union opened its doors accelerating the student leadership and learning experiences.

This community approach and impact upon the students and faculty of BE is mirrored in multiple parent

organizations including the Parent Teacher Organization, Booster Club, Friends of Fine Arts, Praying Parents, Elmbrook Education Foundation, Parent Network, and more that provide financial resources, opportunities, programming and events in support of student learning, family engagement, and safety.

Community partnerships drive exceptional learning opportunities for our students. Fifty businesses in 12 sectors provide students with real projects from their businesses that reflect a current problem or opportunity. Students thrive in their professional skills, leadership, and learning from the complex problems/tasks that our business partners provide. Additionally, we are fortunate to have strong partnerships with higher learning institutions including UW-Oshkosh, Marquette University, and Waukesha County Technical College. In 2021-22, our students had access to over 50 different college courses offered on-campus, 200 courses offered through partnerships with institutions of higher education, and 20 industry certifications. Finally, 98% of our graduating class of 2022 enrolled and completed at least one college-credit bearing course here at BE.

3. Creating Professional Culture:

Teachers are the greatest contributor to a student's academic success. The effectiveness, efficacy, leadership, and collaboration skills of all educators is essential to having every student feel safe, appropriately challenged/stretched, and supported in pursuit of their academic and life goals. The same holds true for our educators. We are fortunate to have an amazing faculty that positively impacts the lives of our kids and significantly impacts our community. Every teacher's involvement and leadership within their Professional Learning Community (PLC) is essential in shaping a culture of academic and human excellence.

Years ago, our principal's cabinet (student-leadership group) reframed our school's messaging around a commitment to excellence. The student-leaders worried that excellence too often is interpreted as a synonym of perfection. Our leaders instead framed excellence to be a commitment to be better tomorrow than you were today. This messaging now is branded at BE and messaged frequently in our communications. We believe in creating an environment where every educator grows every day in both their skills and impact to positively drive student learning. We have an instructional coaching model which builds the capacity, effectiveness, and impact of every educator and team.

Professional Development at BE is directly aligned to our two school goals. Every time our staff comes together, whether through Professional Learning Days or faculty meetings, we prioritize conversations, coaching, modeling, and reflecting upon high impact instruction. One goal we have emphasized is the consistent sharing of student evidence of learning. As we continue our path of successful implementation of anchor literacy strategies through the use of Adult Learning Frameworks, the evaluation of student evidence of learning is essential. Additionally, our leadership team assigns a teacher-leader to each PLC to serve as a resource and guide for high-impact literacy-focused instruction.

Student-leaders facilitating professional learning has been powerful and impactful for our faculty. One student-leader facilitated three different learning sessions focused on the results of her Advanced Placement Research Project on skills that are most sought by hiring managers across our country. This compelling research allowed for common language within our school and goal-setting opportunities for all students in the areas of dependability, problem-solving/critical-thinking, teamwork, and flexibility. A student-leader facilitating learning with educators and students has been inspirational and impactful so much so, that we have continued to have additional students facilitate professional learning on strategies for wellness, academic strategies, and gratitude opportunities.

4. School Leadership:

Developing effective leaders at every level is of strategic importance to our success as a school and community. We believe in the power of student voice and student leadership. We believe all students have the potential to be effective leaders and seek to create opportunities for all students to grow in their strengths, opportunities, and confidence in order to grow that leadership capacity. Similarly, skillful teachers are the backbone of any successful school. We strive to grow the leadership impact of every educator by equipping them with opportunities to leverage their strengths to positively impact their peers, students, and

our school community. BE has a formal leadership structure that includes a principal, three associate principals, 13 academic department chairs, three instructional coaches, and a school psychologist. Each of our academic department members are charged with leading curriculum development and implementation throughout their teams. In addition, our department chairs conduct quarterly 03 (One-on-One) meetings with every department member. The purpose of our 03 framework is multi-faceted: foster strong professional relationships, develop teacher-leaders, set department-specific goals, celebrate success, scale high-impact teaching and learning, and promote teacher engagement and retention.

Our core value, “We believe that teamwork multiplies our success,” is essential to our school’s commitment to academic and human excellence, and we know that collaboration is a driver in the difficult endeavor of education. We are fortunate to have several highly effective teams that support student and staff learning, engagement, and wellness. Our AVID Team leads and facilitates professional development on our school’s instructional framework. The Student Services Team is the hub of BE for student academic and career planning, wellness, programming, and course selection. The Freshman Early Warning Team helps freshmen transition and facilitates common learning strategies, organizational skills, and support. The Advanced Placement Team promotes access to Advanced Placement course work, sets common assessment and practice strategies, and creates exam review protocols to set future student learning objectives. Our Academic and Career Planning Team creates learning, experiences, and opportunities for every student to be ready and succeed in their selected postsecondary path. The LAUNCH Team promotes cross-curricular programming aligned with projects and coaching provided by experts across twelve professional strands. Our Teaching and Learning Coaches serve as a talent-development team for all educators to build teacher efficacy and impact on student learning and engagement. Finally, our Wellness Team provides education, opportunity, and resources to build a healthy team of educators.

5. Culturally Responsive Teaching and Learning:

School Board Curriculum Policy and Practice Statement 6140 guides the development of a guaranteed and viable curriculum that ensures students have access to high quality instruction and resources, as well as targeted standards and assessments, and consistency across all buildings in the Elmbrook School District. Such a curriculum will ensure that the learning needs of every student is met. A guaranteed and viable curriculum also provides a roadmap and resources for teachers to implement high quality instruction and allows all students access to academic passions, strengths, interests, and career pathways. In response to student feedback about the negative impact of stress on them, our school, with support from the Board of Education, added a thirty-minute resource period where students select the teacher or location that best supports their learning. This daily schedule change provides the time for students to meet with peers on projects, participate in Advanced Placement or ACT review sessions, attend college-admissions sessions, receive individual support from a classroom teacher, engage in academic support/intervention, or participate in activities aligned to learning and engagement. We have seen an increase in our peer-to-peer support within our Tutoring Center, Technology Team, and Writing Center as a result. All three of these areas are staffed primarily by students and have increased the leadership capacity and sense of community within BE.

The BE AVID program has an AVID class at each grade levels of 9, 10, 11, and 12th grade with approximately 30 students in each class. AVID is an elective course that students take each of their four years in high school. AVID is specifically designed for students who are historically in the academic “middle” identified as students who perform well on standardized assessments but do not experience the same level of success in their academic course work. AVID students overcome these obstacles and more to not only graduate high school, but to attend college and graduate from college at higher rates than their peers.

BE provides robust club/co-curricular offerings that allow more than 70 different opportunities for students to engage with peers who have similar interests and passions. There are multiple club offerings that promote diversity and the opportunity for students to celebrate their cultural background and heritage. We leverage relationship building and promote participation in extracurricular activities as a way to increase the enjoyment of school, connections to peers, and relationships with trusted adults.

PART VI - STRATEGY FOR EXCELLENCE

The single greatest factor in student success is the teacher in front of them every day, and it is this conviction that has inspired Brookfield East to create and to engage in a rigorous hiring process. To attract the best candidates who possess the dispositions, skills, and values that are critical to our mission, vision, and core values, and to ensure consistency in the quality of education our students receive at BE, we involve stakeholders at every step of the process. This includes building an ideal candidate profile that incorporates the voices of department leadership, student services, special education, and administration; screening through video interview software; and finally, implementing a three-step face-to-face final interview process that includes teaching a mini-lesson to a class of students, a question and answer session focused on behavior-based, high-effect size instructional strategies, and an on-demand writing sample. We actively seek student voice in the process as we ask students to provide feedback on each candidate's lesson by identifying the strengths and opportunities they see after the mini-lesson. That feedback is then gathered and reviewed during the team debrief. One, or sometimes two, student leaders alongside administration, a department leader, a special education representative, a Teaching and Learning Coach, and a parent are part of the interview panel and participate fully in the consensus and debrief process that selects the candidate recommended for hire. We cannot have a successful hiring process grounded in our mission, vision, and core values unless we have all stakeholders a part of the process. While we look for alignment between the ideal candidate and our school values, we know that our culture is our strength and that it is this environment that provides each teacher the ability to thrive. When we are fully engaged and committed to a rigorous hiring process, students, and the entire school, win.