

U.S. Department of Education
2017 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. Kevin Cadden

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

Official School Name William Brooks Elementary School

(As it should appear in the official records)

School Mailing Address 3610 Park Drive

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

City El Dorado Hills State CA Zip Code+4 (9 digits total) 95762-4544

County El Dorado

Telephone (916) 933-6618 Fax (916) 933-3910

Web site/URL http://wbes.buckeyeusd.org/ E-mail kcadden@buckeyeusd.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.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. David Roth E-mail droth@buckeyeusd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Buckeye Union Elementary School District Tel. (916) 985-2183

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	57	43	100
1	58	45	103
2	36	51	87
3	38	34	72
4	45	54	99
5	32	45	77
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	266	272	538

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 9 % Asian
 - 0 % Black or African American
 - 15 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 67 % White
 - 7 % 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 2015 – 2016 school year: 10%

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, 2015 until the end of the 2015-2016 school year	29
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	50
(4) Total number of students in the school as of October 1, 2015	517
(5) Total transferred students in row (3) divided by total students in row (4)	0.097
(6) Amount in row (5) multiplied by 100	10

6. English Language Learners (ELL) in the school: 5 %
26 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Arabic, Bengali, Bulgarian, Cantonese, Farsi (Persian), Filipino (Pilipino or Tagalog), German, Hindi, Khmer (Cambodian), Lao, Other non-English languages, Portuguese, Russian, Serbo-Croatian (Bosnian, Croatian, Serbian), Spanish, Tamil, Telugu, Ukrainian, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 7 %
Total number students who qualify: 36
8. Students receiving special education services: 12 %
63 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 9 Autism
- 1 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 19 Specific Learning Disability
- 24 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	21
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No
If yes, select the year in which your school received the award.
15. In a couple of sentences, provide the school's mission or vision statement.

Learning today for a better tomorrow.

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

PART III – SUMMARY

When I became the principal of William Brooks Elementary two years ago, the word that people would use with me over and over again to describe Brooks is FAMILY. It didn't take me long to realize that this is not just a term that people use loosely, but rather a true mindset in which the staff and families look out for all kids and take care of each other as well. I am honored to be one of the newest principals of the Brooks school community.

further deepens our sense of community and commitment to our students at Brooks, adding to the sense that these are all of our kids and we are truly a school family.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In 2010, a Transitional Kindergarten program was implemented. This enabled the youngest of our students to experience a two year school readiness program. The curriculum is aligned with the kindergarten standards and focuses on the “whole child” through social, emotional and academic development. The academic emphasis is on fine motor skills, number sense, collaboration and communication, and letters and sounds, with the ultimate goal of encouraging a love of learning and a positive introduction to the school environment.

Over the past few years, we’ve begun the process of rolling out a balanced literacy program. We make curricular decisions based on our philosophy of learning through the 4 C’s: collaboration, communication, critical thinking, and creativity. Our students are engaged in meaningful activities and instruction based on assessed needs. The ongoing formative assessment practices drive the instruction. This could be through a whole group lesson, small needs based skill or strategy group, or conferring with individual students about their writing or reading. Student collaboration and communication are standard practices which are visible in all our classrooms.

Our teachers engage with students in the essential components of Balanced Literacy, which are: interactive read aloud; shared/close reading; small group reading instruction; independent reading; writing; word work (grammar, spelling); and speaking and listening. All students in grades K-3 participate in an explicit, systematic phonics program called S.I.P.P.S. (Systematic Instruction in Phonemic Awareness, Phonics and Spelling). Students meet daily in small assessment based SIPPS groups in K-2. Based on regularly administered assessment, they move through the program at their appropriate level and rate. Our third graders participate in the challenge level of this program through whole group explicit instruction, ensuring a common base of knowledge. Additionally, students participate in small group guided reading with Fountas and Pinnell leveled books available through our well-stocked bookroom. The implementation of the Daily Five model allows teachers to pull these small groups while the remainder of the students are engaged in meaningful literacy based activities. Our Schoolwide Reading Program explicitly teaches strategies for accessing both fiction and nonfiction text at a deep level. This may include lessons on author’s purpose, fiction and nonfiction text structures, or asking questions that are within, about or beyond the text, based on Webb’s Depth of Knowledge levels. Students also engage with text through our close reading program called SNAP! In this program, our students are taught to explore text through examining vocabulary, finding main ideas, supporting your conclusions through text evidence and myriad other skills. Students are also involved in wide reading, which is scheduled daily either during Daily 5, or independent reading time and Accelerated Reader. We also provide students with access to Lexia Core 5 and RAZkids online reading programs. For those students who have assessed needs in addition to those addressed in tier 1 classroom instruction, we provide identified students with a tier 2 Fountas and Pinnell, research-based program called L.L.I (Leveled Literacy Intervention). Writing is always tied explicitly to reading, and our Being a Writer curriculum does that through the use of mentor texts and engaging students in daily real writing while teaching the fundamentals and conventions of the writing process.

In math, our staff also implemented a balanced approach to instruction. We have a strong, standards-aligned program, Pearson wherein we focus on a balance of computational fluency, critical thinking and problem solving. The CCSS Standards of Math Practice are always in evidence. There is an extensive use of manipulatives, communication, conversation, and collaboration around mathematical thinking. Our standard questions are not, “what is the answer”, but “Why? How do you know? Can you explain?” Perseverance is important as is the concept of having a growth mind set. Mistakes are treated as opportunities to delve deeper into analyzing our thinking in a collaborative model to make sense of the outcome.

Science and Social Studies are integrated through our Language Arts, and are also taught through our adopted texts. Project based learning and experiential activities provide the basis for opportunities to enrich information and curriculum. Field trips to the zoo in kindergarten, Coloma in 4th grade and Alliance

Redwoods in 5th grade, provide those opportunities. Our school garden involves students and parents in lessons related to science in a real and meaningful way.

2. Other Curriculum Areas:

At William Brooks, our goal is: education of the whole child. Staff and families work together to help all students grow academically, emotionally, and physically.

Students in grades 1st -5th see the PE specialist twice a week to work on building strength and endurance through a wide variety of activities. Each class begins with a quick warm-up of stretching and strength exercises followed by a whole class game or various skill building stations. In addition, we have a cross-country team that runs in the Fall. Our coaches allow for students as young as kindergarten to participate in practices and students in grades 2nd-5th compete in the meets. Last year we had over 100 students participate. At the conclusion of the cross-country season, the coaches offer an after-school Running Club. This culminates with the Marafun Run which is 2.6 mile kid's run during the California International Marathon in downtown Sacramento. Last year we had over eighty students from kindergarten through 5th grade participate. Our PE specialist also offers an after-school dodge-ball class for 4th and 5th grade students. The top team plays against the staff during a school-wide assembly.

Students have many opportunities to participate in both visual and performing arts at Brooks. There are art docents who come into each class once a month to teach a guided art lesson using a wide variety of mediums. Teachers also work on classroom performances that they put on for the school and parents. Our kindergartners perform a hoedown and the fourth graders are taught square dancing by the PE specialist. They put on a hoedown for parents right before they head off to Coloma on their overnight field trip. Our 4th graders put on plays about the election process and California missions. They have also created a wax museum where they dress up like a famous Californian and give a speech to students when they hit an activation button during their visit. Our fourth and fifth grade students also participate in the annual Oral Interpretation Festival where they recite a passage or poem they've memorized in front of an audience and judges. One of our school's most exciting days is our annual talent show where all students are welcome to participate. It's so much fun for the entire school community to see our students sing, dance, perform pieces of music, comedy routines, and so much more.

At William Brooks, all students have opportunities to enhance their educational experience through the use of technology. Since the beginning of the 2013-14 school year, students in grades 3rd-5th have been working in a 1:1 environment with Chromebooks. Each of these classes has a cart of thirty-five Chromebooks with one assigned to each student. Kindergarten and 2nd grade classes also have banks of Chromebooks which allow students to work in small groups on differentiated tasks. In first grade, teachers use both iPads and desktop computers to give students access to technology. All classes have access to the computer lab. Our students use technology across content areas with collaborative projects such as presentations, writing pieces, and creating websites. Furthermore, all students have access to web-based programs such as LexiaCore 5 and Raz-Kids, which add to a deeper and differentiated reading experience.

We have many elective activities at Brooks. Our 3rd through 5th grade students can join a lunchtime STEM club where they complete various engineering challenges, operate programmable toys, learn about coding, and create 3D printing projects. We also offer band for 4th and 5th graders before school begins three times a week. This is taught by the middle-school band teacher and they perform both a Spring and Winter concert. A second grade teacher began a Minecraft Club last year. Students in all grades can sign up and learn about the basics of coding through the use of Minecraft. Students in 4th and 5th grade can also volunteer during their lunchtime to join student leadership. These students organize Spirit Days, lead community drives, and help on the school's video news program. For our students who qualify, we offer a monthly Gifted and Talented Education class. These students work on a various STEM challenges and are competing in a regional Rube Goldberg completion this year.

3. Instructional Methods, Interventions, and Assessments:

William Brooks has a history of high performance on state assessments in both Language Arts and Mathematics. During the final three years of the California Standards Test, Brooks had an overall score in English Language Arts that ranged from 78%-80% of students scoring proficient or advanced. During that same time, 71%-91% of students scored proficient or advanced in the Mathematics section of the California Standards Assessment. During the first two years of the Smarter Balanced Assessments, at least 71% of all students taking the test met or exceeded grade level standards in both Math and Language Arts.

Teachers use a variety of both formative and summative assessments to ensure that students are challenged at their current level. Examples of formative assessments teachers use are 'in the moment' techniques such as hand signals, whiteboards, and exit tickets to gauge students' understanding and make the necessary adjustments to upcoming lessons. Summative assessments such as math unit tests, reading assessments, and writing samples are recorded on a Google Spreadsheet and shared with the principal and other teachers to aid with collaborative conversations around student data. The intervention specialists and members of the special education team also review the data to ensure that students are all provided the necessary supports to meet their full potential.

Students who are struggling to meet grade level benchmarks can get assistance in a tier two classroom setting with educational specialists in both reading and math. Students leave their general education classroom for four sessions a week for 30-40 minutes at a time. This allows them to accelerate their learning in an effort to get back up to grade level standard. Communication between the general education teachers and intervention teachers allows for a highly targeted approach. This is a fluid type environment in which students move in and out of intervention every six to eight weeks as they gain proficiency in their identified area of need. Students with identified disabilities may require more intensive supports in a specialized academic environment. These students will either work with a resource specialist or with a special day teacher for a larger percentage of their school day.

Teachers also ensure they're meeting their students' needs through ongoing collaboration with their colleagues. Each Wednesday, students are dismissed from school an hour early. This time is set aside for teacher collaboration. Teachers work together on developing lesson plans, examining student data, and discussing how to address the variety of concerns that arise. There is also a literacy coach on hand to help support teachers as they fine tune best instructional practices around adopted curriculum.

The use of technology is one way that teachers are able to provide a more differentiated learning experience for our students. In the resource and special education classes, teachers use Ticket to Read and Read Naturally Live to further develop reading skills. Our English Learner students have access to Rosetta Stone and On Our Way to English to help provide differentiated English language development opportunities. Students in kindergarten through third grade utilize online programs such as Raz-Kids and LexiaCore 5 for online reading practice that is at their level. Our 3rd-5th grade students work with a program called Newsela that provides students with high-interest current event articles at multiple Lexile levels. These online tools give each student a chance to have a customized learning experience that's scaffolded to their level.

Challenging students who are meeting or exceeding benchmarks to go deeper with their thinking is a goal at Brooks. In fourth grade, students participate in a class program called CMAD which stands for Creatively Making a Difference. The students form groups based on interests and create projects that would be beneficial for the entire community. Some students focus on researching a topic and presenting the information to other classes. Another group of students researched childhood cancer and found a local camp that supports children going through treatment. They were able to donate money they had raised through selling ribbons. Students in 3rd-5th grades can choose to take a test called the OLSAT, an intelligence screening test for students from kindergarten through high school. Students who score in the ninety-fifth percentile qualify for the Gifted and Talented Education program and participate in monthly hands on challenges with other identified students after school.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The prevailing feeling you get when you step onto the campus of William Brooks is one of warmth where everyone supports one another.

The mornings start with teachers attending to their parking lot duties and greeting students and parents as they come onto the campus via the cross walks. As the principal, I stand where the students gather so that I can touch base and let them know how happy I am to see them. Our PAWS team, which is a group of 3rd-5th graders, keeps the line of cars moving forward and greets the students as they exit their cars with a friendly good morning. These simple gestures set a friendly and welcoming tone for our students.

Our counselor does a wonderful job of supporting our students, families, and staff. She teaches parenting classes twice a year utilizing the philosophy of Love and Logic. She also provides small group as well as one-on-one sessions with students including topics on friendship groups, grief, divorce, and others as needed. Furthermore, she has created a game table during lunch where kids can gather at picnic table under the shade of trees to play board games.

Another way we motivate our students and keep them engaged is through various school-wide challenges that are presented each month. This year we have had a myriad of reading challenges which are advertised to the students via a Friday morning announcement as well as on the school video news program that is hosted by students. To start the year off we had the “High Five Challenge.” For every five books a student read, they wrote their name on a colorful hand cutout and we placed them around the office. It was quite the collection at the end of the month! Currently, we have the nonfiction reading challenge going on where students can earn a brag-tag for reading three books from each of the nonfiction sub-genres. This is a great way for us all to get on the same page with what’s happening in class.

Teachers also join in on committees such as the Culture and Climate Committee to discuss social emotional learning and the needs of the school. The special education teachers, counselor, psychologist, and principal meet every Monday morning before school to discuss student and family concerns. It’s a great way to ensure no one slips through the cracks.

2. Engaging Families and Community:

The community and families represent the foundational support of William Brooks Elementary. They spend countless hours volunteering in the classrooms, organizing events, fundraising, and supporting our staff and students. Our families are an integral part of our school’s culture and success.

Our school’s PTA runs many events. One signature event of the school is our annual Harvest Carnival in the Fall. This event takes place outdoors in the evening hours and kids often come in costume. Families participate in carnival games, face painting, a pumpkin patch, inflatables, and other activities. The fifth grade students dress up in scary costumes and volunteer in the Spooky Alley. This has become a right-of-passage for many of our younger students. In addition, our PTA organizes a Jog-a-Thon, a Read-a-Thon, and Breakfast with Mom and Dad, Movie Night, and the Family Dance. These special events deepen our sense of community as we come together to enjoy each other’s company.

Starting two years ago, Brooks partnered up with Blue Shield and the Big Brother, Big Sisters program to create an opportunity known as Beyond School Walls. Students in this program take a bus to the Blue Shield campus to have lunch with a mentor twice a month. We’ve seen some very positive results with our students who have participated. Sunhills Church is another community partnership. They made a generous donation to the school which was shared with teachers to build classroom libraries. Another partnership is with Southwest Airlines through the Adopt a Pilot program. A pilot comes in to speak with our students about aerodynamics, mapping, and some basic information about flying.

Another example of community involvement is with the Girl Scouts and Boy Scouts. Eagle Scouts have taken on projects such as building decorative stone walls behind our library and laying brick work in front of our computer lab. Last year, we had a Brownie Troop come up with the idea of a “Buddy Bench” and raised the money to have that installed near the playground. Then they presented to the students about the purpose of the Buddy Bench.

All of our classes benefit greatly from parent volunteers on a daily basis. They help with everything from prep work, to running stations, and assisting students while the teacher runs a small group. Our parents are also chaperones for all field trips including overnight field trips in both 4th and 5th grades.

3. Professional Development:

The professional development model at Brooks has grown into a coaching model. Best teaching practices are modeled with the coach alongside the teacher in the classroom. Initially, we began the coaching model in the area of math. Every teacher in grades 3rd-5th took advantage of the coaching opportunity on an individual basis or as part of a grade level team. Coaching took part in three stages. The coach would meet with the teacher or grade level team to discuss the lesson prior to entering the classroom and set goals. During the lesson, the coach would model for the teacher or the lesson would be taught in tandem. Following the lesson, there would be time set aside for debriefing and reflection of the lesson.

Coaching at Brooks has greatly improved our ability to refine teaching practices as we’ve rolled out new materials and tools. Six years ago, we began the process of providing our 3rd through 5th grade students with a one-to-one computer experience using Chromebooks. In lieu of a one day workshop, we had a technology coach on hand to work with teachers to help them get comfortable with the tools and modeling lessons that could be used with students. This took place over three years and because of this, our teachers now seamlessly integrate technology in very meaningful and engaging ways.

Our teachers have also collaborated with colleagues from another site within our district around the area of writing. They found great value in the cross-site collaboration and as a result, we saw an improvement in our students’ writing performance.

Currently, we have a literacy coach who has been working with our teachers over the past two years as we’ve rolled out a balanced literacy program. The literacy coach works with teachers and support providers to ensure that they are comfortable with the new programs we are using.

In addition to coaching, we have focused on building the capacity of our own teachers and administrators to lead professional development. During our teacher in-service days, teachers and administrators lead discussions and workshops. Teachers took a survey prior to the in-service after which sessions are created to meet their requests. Using our own community of educational experts has allowed us to address the unique needs of our school. As a result, we have a higher level of collaboration and we’ve seen an increase in both engagement and student achievement.

4. School Leadership:

William Brooks is a school that values shared leadership and promotes the philosophy of working together to create community of learners. Everyone at Brooks plays a vital role in the development of our students. Our secretaries set a friendly and welcoming tone for students and families as they enter the school. Our custodians, playground monitors, librarian, health clerk, teacher’s aides, and cafeteria workers all model respectful interactions with our students and value their role in helping shape a positive experience for students. The principal strives to set an example of working hard and maintaining a positive attitude. Our school community shares the responsibility of bringing out the best in our students.

Shared leadership is evident in the various committees that teachers and staff assist on. Our Specialist Committee consists of the special education teachers, the principal, the school counselor, and the school psychologist. This team meets every Monday morning to discuss student concerns and possible strategies going forward. A member of the team then reaches out to the general education teacher to discuss what the

possible next steps could be. Brooks also has a Culture and Climate Committee comprised of six teachers from various grade levels. This committee examines the direction of the school as it relates to the social emotional learning goals that are being addressed. Currently, the committee is working on a Positive Behavior Intervention and Supports (PBIS) that will set the behavioral expectations for the school. Another example of shared leadership at Brooks is the Learning Committee Facilitator (LCF). Each grade level sends a LCF representative to meetings at the district office for collaboration with teachers from all sites to maintain consistency with instruction and assessments. This also gives the LCF representatives an opportunity to share their input with the district office to help fine tune various curriculum initiatives. At Brooks, the leadership opportunity is also shared with the students. Students in 4th and 5th grade can volunteer to be a part of the student leadership team. These students assist with various community drives such as Pennies for Patients, Hands for Hope, and the Kids Can Food Drive. Our leadership students also participate in a school news program twice a month that goes out to all teachers, promoting various school events and showcasing student work. William Brooks is a school where leadership is shared at all levels and we all play a part in its success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The students at William Brooks have demonstrated high levels of achievement in both English Language Arts and Mathematics. There are a multitude of components that contribute to the school's overall success, but the one practice that has the greatest impact on student success is the teachers' ability to provide a differentiated experience for our students.

During the first two years of the Smarter Balanced Assessment, over 70% of our students have met or exceeded standards in both ELA and Math. There are still achievement gaps to overcome for our Special Education Students as well as Hispanic or Latino Students.

Our teachers provide small group instruction that targets students' needs. Using formative assessments, teachers identify students' strengths and areas of concern and design small group and independent activities to address these areas. In kindergarten through third grade all students participate in the Daily 5 workshop model. This gives students an opportunity to work on meaningful independent work at their level while teachers pull students for small group instruction. Teachers in kindergarten and first grade primarily utilize a reading program called Systematic Instruction in Phonological Awareness, Phonics (SIPPS) for small group reading instruction. Students are given periodic assessments to ensure they are on track with reading progress. Teachers in grades 2nd through 5th use high interest books from the leveled bookroom for small group reading instruction.

Online programs are also used to provide a differentiated reading experience. Student in grades TK-3rd use an online reading program called Raz-Kids which gives them access to stories at their target reading level. Students in grades 3rd-5th all have access to Newsela which are high interest news articles that are updated daily. Newsela allows teachers to set an article to multiple Lexile levels so that all students can access the same article and participate in the classroom conversation. Another tool used to differentiate instruction online is LexiaCore 5. This program gives an initial placement test and then allows students to work on the various components of literacy at their level and pace.

For students that need additional small group support, we provide a multi-tiered response to intervention system in both Language Arts and Math. Using classroom based assessments, students that are significantly behind will get a double block of small group reading or math instruction. For students with an identified learning disability, they will get additional small group support per their stated needs in their IEP.