U.S. Department of Education
2018 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 Mrs. Galinda Everhart
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Broadmoor Elementary School
(As it should appear in the official records)

School Mailing Address 1500 North Houston
(If address is P.O. Box, also include street address.)

Hobbs   NM   88240-4008
City   State   Zip Code+4 (9 digits total)

County Lea County

Telephone (575) 433-1500   Fax

Web site/URL   http://www.hobbsschools.net   E-mail   everhartg@hobbsschools.net

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. T.J. Parks
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   E-mail parkstj@hobbsschools.net

District Name Hobbs Municipal Schools   Tel.   (575) 433-0100
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. Gary Eidson
(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.

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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district   13 Elementary schools (includes K-8)
   (per district designation):   3 Middle/Junior high schools
                                           2 High schools
                                           0 K-12 schools

                                           18 TOTAL

SCHOOL (To be completed by all schools)

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

   [X] Urban or large central city
   [ ] Suburban
   [ ] Rural or small city/town

3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	21	48
1	32	33	65
2	36	34	70
3	26	35	61
4	30	31	61
5	33	44	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	184	198	382

4. Racial/ethnic composition of the school:

   <u>1</u> % American Indian or Alaska Native
   <u>0</u> % Asian
   <u>3</u> % Black or African American
   <u>69</u> % Hispanic or Latino
   <u>0</u> % Native Hawaiian or Other Pacific Islander
   <u>26</u> % White
   <u>0</u> % 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 2016 – 2017 school year: <u>18</u>%

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

The best educated guess to this question deals with our economy. Last year oil and gas related jobs seemed to drop off and then stabilize throughout the year which we believe contributed to the mobility rate. It also seems the building of several housing apartments in our community has led to the increase as well.

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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	29
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	63
(4) Total number of students in the school as of October 1, 2016	357
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

6. English Language Learners (ELL) in the school: <u>9</u> %
   <u>35</u> Total number ELL

   Specify each non-English language represented in the school (separate languages by commas):
   <u>Spanish</u>

7. Students eligible for free/reduced-priced meals: <u>69</u> %
   Total number students who qualify: <u>262</u>

8. Students receiving special education services: 12 %

    45 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.

1 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	2 Other Health Impaired
3 Developmentally Delayed	13 Specific Learning Disability
0 Emotional Disturbance	41 Speech or Language Impairment
4 Hearing Impairment	1 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to 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, e.g., third grade teacher, history teacher, algebra teacher.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
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   21:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	97%	97%	96%	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 2017.

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 X

    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.

Broadmoor Elementary strives to build meaningful relationships, provide rigorous instruction, and engage in effective communication with all stakeholders in order to develop lifelong, confident learners.

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

The Board of Education establishes school zones for each school unit in the System in order to maintain a balance in class size. Zones may be changed as necessary to maintain this balance. All students, grades kindergarten through twelve, attend the school in their home zone, the school designated by their zone annex. A student wishing to attend school out of their home zone or a student moving to another location during a school year must make application with the Superintendent / designee.

PART III – SUMMARY

Broadmoor Elementary School focuses on researched based curricula that instill the love of learning in our students. Reading is emphasized through programs such as the Accelerated Reading Program. Through this program, our students are able to practice newly learned reading skills independently and experience success as they read complex texts within their individual zone of proximal development. In addition, technology ELA and Math components are used to facilitate differentiation and support the rigorous curricula utilized during core instruction. A unique school day feature that occurs only at Broadmoor is the scheduled intervention P.E. hour. For one hour of the day, the physical education teacher holds gym class for each grade level. For the first thirty minutes, one half of each class attends P.E. They are offered a thirty-minute physical education class. The remaining half of each class is provided with thirty minutes of targeted interventions in order to close standards based skill gaps. The process is repeated when the first half of students return. This structure allows teachers to facilitate smaller, more manageable groups of students.

Social development is supported through various events that our Partners in Education (PIE) committee offer. An extracurricular social event is held each semester such as our Fall Festival, the Family Spring Dance, and Cinco de May celebration supported by community businesses.

Jump Rope for Heart, a national health initiative, is held annually to promote healthy lifestyles among our students and families. Our physical education instructor facilitates this event after promoting it among our student body. He also works to build their physical stamina in these skills in preparation for the event. As a community effort students raise money while learning the importance of heart health and building healthy social norms.

In regards to challenging and encouraging all students to develop their full potential academically, emotionally, physically, socially, and culturally, dedicated staff members are passionate about the role they play in their students' lives. Academically, we strive to fulfill district initiatives such as Backwards Planning in order to refine instructional practices by collaborating through the teaching learning cycle. Our goal is to challenge students as they work to meet standards' intended outcomes. A few key strategies utilized in the classroom to challenge and support students academically are cooperative learning, collaborative conversation, concept mapping and the explicit modeling of meta-cognitive skills in both ELA and Math. These serve as our focus areas throughout the year based on data results.

In the past, Broadmoor Elementary School was nestled within what was once the North end of Hobbs, home to families who were well established homeowners and soon to be lifelong residents. Broadmoor was once described as "Hobbs's best kept secret" by many of our parents who enjoy the quiet hometown atmosphere that permeates the community. In the 1950's and 1960's, the area was inhabited by upper middle- to higher level income families. Many professional people lived nearby, for example, doctors and lawyers. Citing old newspaper clippings contained in scrapbooks kept by the PTA members then, meetings were well attended by parents- mothers and fathers alike. Broadmoor's tradition of building strong family connections continues today.

The demographics of the Broadmoor district have changed over the years. Where, in the earlier years, the neighborhood consisted only of white two parent families, today our families' make-up varies from traditional two parent homes to multi-family bilingual homes. The reasonable prices of homes (as compared to prices elsewhere in town) have allowed families to upgrade to larger and better housing. The neighborhood now is predominantly Hispanic. There is a high percentage of rental homes. A great majority of the homes contain elementary aged children.

Due to a downturn in oil prices in the late 1990's, the population of Hobbs was reduced. Broadmoor lost many students to a point where one 6th grade class (of two) was eliminated for a year, and discussion of closing Broadmoor and sending the remaining students to other schools were being held. Fortunately, the school was kept intact, and within a few years, as the economy improved and the student population at Broadmoor grew. In fact, it grew so much that a third teacher was added to each grade level. Portable classrooms (5 rooms) were placed on the grounds to hold the overflow.

In 2012-2013, the district began making plans to replace our old building with a new building on the same property. Construction began in the summer of 2014 and was completed in time to begin the school year in August of 2015. Our school had grown from 200 plus students to over 400. The new facility allows plenty of instructional space as well as extra classrooms for more growth.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Broadmoor's core curriculum is standards based. Currently, we utilize the Common Core State Standards (CCSS) to guide instruction. The CCSS are a set of K-12 vertically aligned series of learning expectations for Mathematics and English Language Arts. The CCSS create a more focused series of learning goals which are coherently crafted to clearly define the scope of learning for the entire year. All core curricula are rigorous and address learning standards applicable to each grade level. Yearlong overviews and teacher created scope and sequences provide teachers with a guide to follow throughout the year in order to ensure a coherent sequence of learning occurs to support students as they work towards meeting standards' intended outcomes.

Broadmoor teachers collaborate during weekly common planning time in order to develop lessons that include rigorous tasks, learning activities, differentiated instruction, and common assessments that are all standards based. During this time, grade level standards are unpacked and teachers backwards plan in order to identify factors such as intended outcomes, mastery skills, fluency skills, and prior skills. Intended outcomes serve as lesson objectives students are expected to meet. The resources provided by the district enable teachers to follow the general progression of acquiring both mathematical and reading skills when creating lessons for instruction. The commercial curricula provided are aligned to the CCSS. Best practices such as read-alouds are used during Tier 1 or core ELA instruction with an emphasis placed on teaching meta-cognitive strategies as well as story arcs. Other high yielding strategies used during instruction in all curriculum areas are collaborative conversation and utilizing concept mapping. Curriculum resources in all core subjects are tools teachers use to take students from skill practice through computation to applying the skill through modeling and reasoning.

Broadmoor teachers utilize a comprehensive reading approach to target our Reading and ELA curriculum standards. Reading curriculum begins with building foundational skills through the teaching of CCSS kindergarten standards' skills. Students develop these skills as they progress through each grade level and K-5 grade teachers understand the importance of building upon prior skills as well as note how they increase in complexity. We also understand that these skills are necessary if we are to meet our goal which is to develop proficient readers who comprehend grade level complex texts.

Our Math curriculum (Envisions) is rigorous and drives our students to deepen their conceptual understanding. Students are able to connect ideas, see relationships, ask questions, and arrive at a solution by trying different approaches. Its problem based learning approach allows students to engage in accountable math talk in order to help them reach the application level. Envisions drives students to engage in productive struggle as they progress through grade level skills but also provides teachers with a variety of resources in order to differentiate and accommodate their students' learning styles and readiness levels. Each grade level team of teachers utilize the Common Core Companion to familiarize themselves with the skills students should come with from previous grades, grade level skills they are to acquire or master, and those they are to take with them into the next grade level.

Science and Social Studies (SS) are standards-based curricula for K-5th that helps teachers apply a balanced literacy approach in their instruction. Broadmoor teachers chose to utilize these curricula as a result of aligning them to match the ELA learning objectives Printed weekly SS units contain a high amount of primary source images and rich complex texts. When combined with online components, content becomes highly engaging. Students are taught and encouraged to annotate within the pages as teachers use them to target grade level reading informational text standards. The texts also often serve as anchor text. Content topics of both curricula help build background knowledge and enable teachers to facilitate collaborative conversations that develop critical thinking skills through inquiry.

2. Other Curriculum Areas:

Broadmoor students are offered non-core subjects that support their acquisition of essential skills and knowledge through music, art, computer lab, and library classes. Kindergarten through fifth grade attend music class once per week, library class once per week, computer class twice per week, and P.E. class four times per week. Only fourth and fifth graders attend hour long art classes once per week.

The district music curriculum is based on core music standards. However, the Elementary Music Coordinator for the district strives to incorporate both math and literacy skills within music lesson plans. She is able to keep music teachers up to date in regards to when specific content skills are being taught throughout the year by following the yearly scope and sequence. Music is used as a tool to reinforce standards' skills. Some examples of this are using rhythm sticks with younger students to reinforce base ten skills as they count the beats and connecting fractions into musical notes. Third, fourth, and fifth grade students are guided to make the connection between fractions and musical notes.

When students attend computer class, they practice standards' skills through a variety of online programs such as IXL, ReadTheory.org, and BrainPop. Teachers can assign differentiated tasks on IXL and ReadTheory in order to targets students' individual needs. These programs are also utilized as interventions to help close skill gaps students may have. An early morning typing club is also available and optional for fourth and fifth grade students. We have made this available to them to improve their general typing skills after we noticed typing was hindering them during computer based assessments.

Physical education is an area that is also integrated to support students' acquisition of essential skills. The manner in which we structure our physical education program is unique in that teachers divide students strategically into two groups. One group or half of the students are sent to participate in P.E. while the others stay behind to receive 30 minutes of targeted interventions. The P.E. instructor often connects math skills into his routines or tasks he has students perform. For example, he has younger students skip count or count by multiples as they are completing the warm up exercises.

Art teachers are another source of support for our students. They too take into account the content skills our students are learning in order to connect it through art. An example of this is implementing 2D and 3D Geometry concepts into the artwork students create as they learn art concepts such as depth and perspective.

Our librarian helps support our students as she often gives book reviews on texts she has read or reads her favorite books a loud to students. She models fluent reading for our students and exposes them to rich vocabulary. She guides students as they make choices of books within their zone of proximal development by asking them their individual preferences and reading interests. As Broadmoor completes the final stages of categorizing our books by Lexile scores, our librarian has also been able to provide students with input regarding text characteristics to match to their interest, motivation, and purpose for reading.

Our fifth grade students participate in a yearly drama that is content related. The troupe Greg and Greg come yearly and speak to the building administrator and teachers ahead of time in order to determine the content topic they would like to base the drama on. Students attend a week long internship and perform once for the student body and then again for families.

Broadmoor uses a variety of engagement strategies in order to help advance academic achievement. Kagan Structures are systematically used to yield higher student engagement as well as help facilitate cooperative learning environments where students can grow their social skills as well as access the content through other processes. Teachers also utilize engagement strategies from "Teach Like a Champion" which serve as a tool to hold students accountable and engaged. Broadmoor utilizes Total Physical Response (TPR) approach strategies with all content to support students learning styles as well and ensure higher engagement. They include realia when applicable and reinforce meta-cognitive strategies throughout all curriculum content to help advance academic achievement.

By implementing an integrated approach, our students are provided another venue to access the content or a differentiated support. The key to this approach that can have a great impact on our students learning is

collaboration and strategic planning.

3. Instructional Methods, Interventions, and Assessments:

The variety of instructional approaches utilized by Broadmoor teachers ensures the diverse needs of our students are being met within the classroom. Rigor and proficiency serve as our goal as we work towards meeting our instructional focus taken from our school's 90 Day Plan. These also serve as the basis for all of our decisions made in regards to the purpose and implementation of instructional methods, interventions, and assessments as we move to a standards-based report card in 2019 as a means of helping us meet proficiency.

Instructional approaches are used by teachers at all tiers of instruction. During our protected whole group 90-minute Tier 1 ELA and Math blocks (core instruction), teachers utilize basic direct instruction methods, including identifying learning goals, explicit modeling of a process, providing examples, checking for understanding, and providing feedback. Broadmoor teachers also use approaches, such as Close Reads, SIOP strategies for our ELL's, and Accountable Talk to promote and sustain learning. We also purposefully plan for and include three high yielding strategies based on John Hattie's research which are: collaborative conversations, anchor charts, and story arcs to support student learning.

Teachers facilitate either teacher-led or student-led small groups after assigning cooperative learning tasks within Tier 1 instruction. Cooperative learning is used to build positive interdependence, group interaction, structured activity, and individual accountability. Differentiation is able to take place within these tasks. This can be targeted through leveled content and tiered activities guided with different levels of support, and products. Teachers use all three learning modalities (visual, auditory, and kinesthetic) in their instructional approach to ensure students' learning styles are targeted. Our core instruction also includes the use of various audiovisual sites to differentiate Common Core State Standards such as Math Antics, Spelling City, and Flocabulary. Our interactive Reading, Math, and Science curricula provide computer-based components for students who may need support or enrichment to enhance individual academic levels.

It is during Tier 2 instruction that teachers are able to provide targeted interventions to students who have been identified as having a 10-point achievement gap based on assessments results. This data is also used to create flexible groupings in order to reinforce skill gaps or enrichment. Broadmoor students are provided with an additional 30 minutes of instruction time outside of the 90-minute block. During this instructional segment, homogenous groups of students work on targeted tasks through technology-based support or small group teacher led explicit instruction. Sites, such as ReadTheory.org and IXL are utilized to support or enrich reading and math skills.

Tier 3 support is provided by our on-site resource teacher. Our Tier 3 students need support that extends beyond the regular classroom. Our resource teacher sets desired outcomes for each student where unique instructional strategies or interventions are provided to support each student. Each Individual Evaluation Plan (IEP) guides the teacher in providing purposeful and intentional learning targets to meet the goals set forth in the plan. IRead and Systems 44 are examples of how the resource teacher provides technology-based support for these students. The resource teacher follows the intensive intervention plan until the desired outcome is met. The teacher will collect data for targeted student outcomes; when data is reviewed and analyzed, a decision is made regarding whether the intervention plan should be revised, or goals adjusted to meet the needs of Tier 3 students. Our English Language Learners (ELL's) are provided either 1 or 2 hours of Spanish ELA instruction based on their English language proficiency. Data is obtained from yearly ACCESS assessments. ELL's work to achieve standards-based learning targets determined by both the classroom and Bilingual teacher in order to strengthen their English Language development in all domains which are reading, listening, speaking, and writing.

Assessments at Broadmoor play a major role in guiding high quality instruction. Initially, students complete the STAR assessment to identify reading proficiency. Teachers use this data along with prior year's PARCC

assessment results in order to set individual student goals for the year. At the end of each nine-week period, district short cycle assessments are given in order to determine students' degree of mastery of standards as well as guide instruction. Progress monitoring on targeted skills is completed to ensure students are meeting goals in between quarters. Data from all assessments is used by teachers to develop interventions or enrichment as well as guide instruction as all students progress through the grade level standards,

By using a variety of instructional approaches, implementing differentiation, and using assessments effectively, Broadmoor has been able to maintain high levels of achievement. It has also resulted in high-quality teaching that facilitates problem and technology based learning as Broadmoor teachers strive to meet our goal of ensuring rigor and continued growth in proficiency.

PART V – SCHOOL SUPPORTS

1. **School Climate/Culture:**

Broadmoor Elementary has an atmosphere where everyone "Feels the Difference" when they enter our building. With our supportive and positive environment, Broadmoor is a place where students, parents, faculty, and administration are part of a caring professional learning community. Our school provides a variety of opportunities for students to become engaged and motivated about education while taking ownership of lifelong learning.

Broadmoor teachers provide differentiated activities and learning structures that promote academic, social, and emotional growth for our students. For academics, we celebrate all achievements based on growth from various measures such as PARCC, Accelerated Reader, and short cycle assessments. Students are recognized during assemblies for progress made on report cards and PARCC growth and proficiency.

To support social-emotional growth, we adopt a school-wide theme each year to motivate students to develop healthy social-emotional skills. We have incorporate text such as "The Energy Bus for Kids" and "Wonder" which foster self-motivation and kindness. These resources support students as they develop a positive attitude towards their education, peers, and life. The school-wide themes provide opportunities for primary classes to pair with intermediate classes to support social peer interaction across the school community. Through school assemblies and school-wide activities, we address issues that could potentially have a negative impact on students and the school culture. We partner with high school student organizations as well as community organizations to promote a bully and drug free school environment.

In order to create an environment where teachers feel valued and supported, administration implements school committees that help build capacity within teachers to enhance individual leadership skills. Another opportunity to support teacher leaders is the professional learning community mentality within our school culture. Staff view one another as valuable resources which facilitates vertical and horizontal meetings in order to refine our instructional practices through mentoring and modeling.

2. **Engaging Families and Community:**

Broadmoor Elementary has had a long history of building positive and successful partnerships with families and community members. The goal of these partnerships has been to support both student success and school improvement. Events that involve our parents in activities that help us establish a positive inviting school culture have been the Spring Dance, the Fall Festival, and attending the parent group, Partners in Education (PIE) meetings. In addition, we have a connection with parents through various communication sources. Parents learn about state testing (PARCC) through an organized Q & A meeting each spring. They are made aware of all school events through our monthly newsletters sent by the principal as well as classroom teachers in families' primary language. Parents are taught to use the Skyward family computer access to be able to instantly be informed of their child's progress on the gradebook program. Parent teacher conferences are held twice a year in order to provide families with their child's most current data. Data given during the fall conference encourages families to partner strategically with the classroom teacher in order to ensure student growth. Families are able to share their concerns or goals for their child with the teacher as well request enrichment or extra support. The meeting held in the spring is used to update families in regards to their student's progress. This also serves as an opportunity for teachers to set new goals or perhaps acquire permission for screenings to be completed if a child is struggling to show growth in mastering grade level standards. If this is the case, parents are included in collecting data and documentation for their student in order for the school to provide effective targeted interventions. Parents or families are kept informed based on the progress monitoring data teachers document.

We also partner with community members, such as the ladies' volleyball team from the local University of the Southwest, who join us in the annual Walk to School Day. These young ladies have tutored students

and helped facilitate celebrations. In addition, Skills USA, a nationwide organization of high school students, visit our second and third grade classrooms once a month. They work with our students in science related themes. Their presentations are very thorough, using PowerPoint presentations, vocabulary, and fun activities for the students to make that directly reinforces new learning.

By partnering with families and community through frequent engagement, student achievement and school improvement at Broadmoor is able to be sustained.

3. **Professional Development:**

Broadmoor's approach to professional development is to take advantage of both external and school-based opportunities. At the district level, teachers are offered summer institutes based on the district's mission known as the "Hobbs Way" as well as its identified 90 Day Plan focus areas. Initiatives are also implemented to keep professional development and goals systematic within the district. District structures such as Common Planning Time (CPT) is in place for each grade level. This weekly collaborative process is utilized to provide grade level teacher teams opportunities to examine student evidence and data to identify necessary instructional plans to ensure alignment to intended outcomes.

Broadmoor functions as a Professional Learning Community (PLC). This facilitates continuous participation in the process of planned collaboration and reflection that results in demonstrable improvement through ongoing feedback. The structure and culture of the school as well as teachers' assumptions and practices are positively affected as well.

To target the district's mission of improving student achievement, the Backward Planning initiative was introduced and is in the early stages of implementation throughout the district. Broadmoor currently has five teachers and the administrator who serve as Backward Planning facilitators for the school. One teacher and the administrator have been members of the school's Backwards Planning implementation team since its inception. This initiative is geared towards building teacher capacity in planning and writing effective lessons that include tasks based on best practices, degree of rigor, and targeted assessments all aligned to intended outcomes of the standards.

In going granular, teachers are offered and encouraged to attend trainings that align to their individual school's 90 Day Plan goals. Collaboration, data driven instruction, and core or Tier 1 instruction are Broadmoor's focus areas for the 2017-2018 academic year. These are based on school achievement data that the leadership team analyzes and determines the 90-day plan action steps. Broadmoor's leadership team is made up of various staff members with a high degree of knowledge and expertise in content areas or strategies, such as Sheltered Instruction Observation Protocol (SIOP) for English Language Learners, accommodations knowledge to meet needs of students with Individualized Educational Plans, and reading instruction to name a few. Having a voice in what and how professional development will be approached within the school empowers and motivates Broadmoor's teachers and administration as well as builds capacity within each person.

4. **School Leadership:**

The philosophy that drives Broadmoor Elementary is that every staff member has the potential to be a leader. The principal and staff members are a team of self-motivated individuals that together have created a very directed and structured environment. Structured routines that have been established over the years continue to facilitate opportunities to build individual capacity in a variety of areas. These opportunities come in the form of committees that serve as platforms which enable teachers to lead and serve in areas pertaining to personal strengths. Members go above and beyond and take on their roles as leaders proactively. Whenever we face obstacles or challenging tasks, we all become leaders and try to solve the

problems together.

One such team is Broadmoor's Leadership Team. Members analyze data in order to develop the school's 90 Day Plan. We then set student achievement goals as well as identify the 2-3 highest-leverage focus areas that will increase student achievement for all students.

There are also committees that promote positive and proactive social and emotional behavior, such as Character Counts Committee and Student Council which are led by our staff leaders. All of the staff members at Broadmoor are on at least two or three of these committees and work relentlessly towards one goal under our principal's leadership – student success.

The Student Assistance (SAT) Team provide teachers guidance identifying interventions for struggling students and enrichment opportunities for students who need them. This committee ensures that policies are being followed within the school in regard to accommodations and modifications stated within a students' Individualized Educational Plan (IEP).

The building principal sets the standard by executing the behavior she expects from the staff. She is expected to serve in a variety of formal roles such as instructional leader, mentor, and manager, all carried out with authority. However, building and protecting relationships with each other as well as with students is highly regarded among all staff.

While serving as an instructional coach, the principal helps teachers align instruction to the standards' intended outcome. She does this through attending weekly grade level meetings to offer another perspective and/or help identify solutions to meeting teacher and student needs as a member of the team. She gains deep insight into teachers' practices as she performs targeted walkthroughs to collect data on which to base constructive feedback, mentoring, and modeling.

The culture that everyone is a leader has been a long-standing tradition at Broadmoor and we continue the legacy by welcoming and encouraging our new staff members to pursue their roles as leaders.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The team mentality held by all teachers strengthened by deep support from the administration has served as the premise for the years of success Broadmoor has experienced. Teacher's hard work, long hours, and dedication to not only their students but also to each other has resulted in very low teacher turnover for the past 15 years. Throughout the years and regardless of changes in staff, curriculum, and administration, the one practice that has remained at the core of our success is data driven instruction.

The district's Assistant Superintendent for Data Analysis and Data Coordinator have utilized technologies to create resources based on data taken from the prior year's PARCC and iStation assessments for all Broadmoor teachers. Teachers use these vital resources to help guide their instruction. Information included within these documents is a skill analysis of each standard that includes a comparison between school average correct, district average correct, and district state average correct for Math sub-claims, domains, and clusters. Teachers take reports that include evidence statements listed based on level of difficulty and are able to determine areas they need to improve instruction on. Student reports provide teachers with their current students' skill sets for both ELA and Math standards. With this data, teachers place students into skill set groups to provide targeted interventions. Also, with a click of a mouse, teachers access sample released test items to ensure the level of rigor in their instruction is at the level it needs to be. The results of these efforts have been actionable data upon which Broadmoor's teachers and administration have been able to make instructional and accountability decisions.

Broadmoor classroom teachers are empowered with findings of data analysis from past assessments as well as current district assessments for Math and ELA standards. Through the resources mentioned above, Broadmoor teachers have acknowledged their roles as change agents. This empowerment along with staff's understanding of best practices, has propelled Broadmoor teachers to create classrooms where rigorous instruction is aligned to standard's intended outcomes. Broadmoor's teacher leaders and administration support teachers to bring about effective teaching and learning through data analysis or "data digs" as it is often referred to by Broadmoor teachers.

Students have also been empowered through the practice of data driven instruction. Teachers encourage and support students in tracking their own progress after analyzing it with them. Kinder through fifth grade students are provided a variety of methods by which to do this.

Data driven instruction has proven to be an effective practice for Broadmoor as evidenced in its past and present success. Broadmoor has maintained A and B ratings for the past four years. It has also experienced continual growth in student percent proficient for the last 3 years in both ELA and Math. Broadmoor's teachers and administration will continue to monitor progress in order to ensure that data is being used effectively and consistently.