

U.S. Department of Education
2019 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. Mark Vierra

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

Official School Name Arnold Adreani Elementary School

(As it should appear in the official records)

School Mailing Address 9927 Wildhawk West Drive

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

Sacramento CA 95829-8012
City State Zip Code+4 (9 digits total)

County Sacramento

Telephone (916) 525-0630

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Web site/URL https://blogs.egusd.net/adreani/

E-mail mavierra@egusd.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. Christopher Hoffman

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail SuptOffice@egusd.net

District Name Elk Grove Unified School District Tel. (916) 686-7797

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. Chet Madison Sr.

(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. 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 2019 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 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
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. 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 (2018-2019) unless otherwise stated.

DISTRICT

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

65 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	10	24
K	66	53	119
1	52	43	95
2	42	63	105
3	55	49	104
4	62	57	119
5	77	56	133
6	62	59	121
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	430	390	820

*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 % American Indian or Alaska Native
 - 43 % Asian
 - 5 % Black or African American
 - 15 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 23 % White
 - 12 % 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 2017 – 2018 school year: 9%

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, 2017 until the end of the 2017-2018 school year	46
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	75
(4) Total number of students in the school as of October 1, 2017	791
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 10 %
81 Total number ELL

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

Arabic, Cantonese, Filipino/Tagalog, Gujarati, Hindi, Hmong, Khmer(Cambodian), Korean, Mandarin, Mien(Yao), Pashto, Polish, Punjabi, Russian, Spanish, Swedish, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 29 %
Total number students who qualify: 239

8. Students receiving special education services: 9 %
77 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.

- | | |
|----------------------------------|--|
| <u>33</u> Autism | <u>9</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 26:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	98%	97%	98%	97%	98%
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 2018.

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.

We will provide a nurturing culture of high expectations for students behaviorally and academically so that all children are college, career, and life ready.

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

Arnold Adreani Elementary School has a motto of Leave A Legacy! This stems from deeply engrained mindsets present in staff, students, and families since the inception of the school. It is also in honor of the namesake of the school, Dr. Arnold Adreani, an icon who has left his legacy on the Elk Grove Unified School District (EGUSD) and the Elk Grove community as a whole. Dr. Adreani served as the principal of Joseph Kerr Middle School for 27 years and continues to serve the community to this day.

Arnold Adreani Elementary has a rich tradition of staff deeply committed to excellence for themselves and for their students. Many of the staff have been at the school since it opened. This creates a sense of ownership to the successes, past and present, of the children they serve. It also highlights the climate and culture that exists on campus for staff.

Adreani opened in 2005 and is located in Sacramento, CA in EGUSD. It is located on the southeast end of Sacramento County in the Pleasant Grove Region and is one of 42 elementary schools. Students may enter the school as early as TK, and matriculate to middle school after completing sixth grade.

The school embraces a diverse student population that strengthens students' ability to be culturally responsive citizens. Families come from a variety of cultural and linguistic backgrounds. There are 19 languages spoken by families and 81 English Language Learners (ELL). The cafeteria serves healthy lunch options for all students and 29 percent of families qualify for free or reduced lunch. There are 109 students from third through sixth grade that qualify for Gifted and Talented Education (GATE). The school also contains two Integrative Level Autism classrooms. These classes are comprised of students in kindergarten through sixth grades. Students receive specially designed academic and behavioral instruction to meet their individualized goals. Students in the integrative classroom are approaching grade level standards and are mainstreamed into general education classrooms throughout campus for instruction in core curricular areas. This builds the richness of diversity on the campus and bolsters the experience for all students at Arnold Adreani Elementary School.

For the past eight years, students have achieved the highest test scores in EGUSD on state tests. Whether it was the previous California Standardized Test (CST) or the current California Assessment of Student Progress and Performance (CAASPP), teachers provide rigorous instruction that prepare students to be successful at demonstrating mastery of grade level standards.

Adreani's attendance motto is, "Every Day, All Day, On Time." Staff work closely with families to ensure that students are in school to receive instruction. Attendance is incentivized at weekly assemblies and end-of-trimester awards ceremonies. The school has the highest attendance rate in EGUSD at 97.5% and has received recognition from State Superintendent Tom Torlakson.

To continue to achieve at high levels requires a strong partnership with the parent community. Parents can be seen on campus daily. They walk their children onto campus, they volunteer in classrooms, and they communicate regularly with staff. Teachers value parents as an integral component of the learning process and take time to activate parent support through regular communication. The site also has an amazingly supportive PTA that acts as a community-building group and a site support team. The PTA hosts incredible events that bring the community together and fundraisers that directly support site needs. The PTA provides funding to support the library, school improvement, and intervention support.

An excerpt of the mission statement at Arnold Adreani Elementary reads, "We will strive to create an environment that is safe, respectful, and caring, where students, staff, and the community enjoy being actively involved." This acts as a platform from which each staff member takes an important role in creating a nurturing environment where students are held to a high standard, both academically and behaviorally.

As part of a commitment to develop the whole child, the school utilizes a Positive Behavior Interventions and Supports (PBIS) program to address the social and emotional needs of children. Students are explicitly taught desirable behaviors under the headings of Be Safe, Be Respectful, Be Responsible. All students know

this as “The Wildhawk Way” and are celebrated for adhering to these standards. Students who need additional intervention, emotionally or behaviorally, have access to our Tier 2 support team. A mental health therapist or a school psychologist provides services through one-on-one sessions or social skills groups.

Teachers and staff exude professionalism as educators who continually seek to hone their craft for the betterment of children. Teachers stay apprised of current research-based instructional practices and work collaboratively to implement a cohesive program for students. Teachers build this program through designated “Early Out” release time on Wednesdays. Here, teachers practice collective teacher efficacy to design rigorous academic expectations and necessary interventions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Common Core State Standards (CCSS) act as the foundation for the implementation and development of the core curriculum at Arnold Adreani Elementary. Teachers are provided a release day at the end of the school year to collaboratively map the instructional program for the following year. This creates a cohesive program across the grade level, helping to ensure equitable access to standards in every classroom. Short-term plans and assessments are developed in weekly Professional Learning Communities (PLC). Teachers determine learning objectives for key standards and select formative and summative assessments to measure progress toward standards.

EGUSD and Arnold Adreani Elementary School have a vision to have all students reading on grade-level by third grade. To this end, teacher teams meet twice per year with a reading specialist for professional development on the most current research surrounding sound reading and writing instruction.

Teachers utilize the Wonders curriculum as the platform for delivering English/Language Arts standards. The CCSS are addressed through the delivery of high quality, first instruction in foundational skills ranging from phonemic awareness and phonics to multisyllabic decoding and fluency. All of this is done with the end goal of developing strategic readers who can comprehend a wide variety of text.

Teachers employ a “gradual release of responsibility” as a method that emphasizes student engagement in literacy instruction. Teachers use read-alouds and think-alouds to model strategic reading skills and give students frequent opportunities for collaborative conversations. Students learn to be critical thinkers who can grapple with text. Students learn how to support their thinking by citing evidence from the text.

As part of a balanced approach to literacy, third through sixth grade teachers use novel studies to enrich the curriculum. Teachers use the CCSS as the foundation to collaboratively design lessons that target specific comprehension skills and strategies.

Arnold Adreani Elementary School has a robust Accelerated Reader (AR) program that promotes independent reading and exposes students to rich vocabulary. Schoolwide AR goals are established through vertical articulation with staff. Students’ goals are communicated early and often to parents who are critical partners in their children’s education. Students read books at their independent reading level and strive to attain their goals to achieve bronze, silver, and gold recognitions.

Students are assessed each trimester using benchmark assessments such as BPST, Sight Words, Spelling Inventory, Fluency, and Comprehension. Students are assessed more frequently with Wonders comprehension assessments and formative classroom measures. When students have difficulty meeting grade level fluency and comprehension standards, teachers provide small group instruction using guided reading in primary grades and leveled readers in intermediate grades. English Language Learners also have access to reading material at their lexile level. Each strategy is designed to meet students at their instructional reading level to build decoding, vocabulary, and comprehension skills.

1b. Mathematics:

The district-adopted curriculum for mathematics, Go-Math, is aligned to the CCSS and the eight standards for mathematical practice (SMP). Teachers utilize the provided curriculum to develop pacing guides and lesson design to address the standards. In developing Adreani’s math program, several teachers worked closely with district coaches to master research-based instructional practices that address the SMPs. The teachers then trained their grade level colleagues during monthly meetings on strategies such as: Choose 3 Ways, Starts, Number Talks, and Talk Routines. Teachers had the opportunity to hone their skills by observing colleagues teaching a strategy on campus. Teachers brought the results of the effectiveness of the

strategy back to their PLC to discuss the impact on students. Teachers also collect summative data via mid-chapter checkpoints and chapter tests and perform an error analysis to determine differentiation strategies.

Since the school's inception, the staff has implemented a schoolwide emphasis on math facts through "Math Club." Students, beginning in TK, regularly rehearse foundational principles of numeracy. In each classroom, every day, students practice math facts and are assessed for math fluency. Students set goals for progress and strive for them each trimester. The staff follows a Response to Intervention (RTI) model to intervene for students not reaching their goals. Administration and staff have developed interventions to support students and their families to achieve their math fluency goals. At the end of the year, students are celebrated schoolwide for their accomplishments. Students build math facts skills so efficiently that by fifth grade nearly all of the students have mastered their addition, subtraction, multiplication, and division facts. This has allowed for the evolution of automaticity to be expanded to reducing fractions, converting improper fractions to proper fractions, and converting fractions to decimals in grades five and six. This is one critical component of a comprehensive approach to deep conceptual understanding of mathematical principles.

1c. Science:

Arnold Adreani Elementary teachers are committed to the implementation of the Next Generation Science Standards (NGSS). Teacher received professional development during preservice days. As the district works to adopt a new curriculum, teachers have been given access to Mystery Science as a resource for ready-made science lessons that are NGSS aligned. These lessons address the three building blocks of the science standards: disciplinary core ideas, crosscutting concepts, and science and engineering practices. Teachers deliver hands-on, highly engaging lessons where students learn science by inquiry and investigation versus simply reading about it in a textbook.

Students get to put their science and engineering practices on display at a STEM Night event. Students are tasked with a challenge with unique parameters and a specific objective. They must work collaboratively as a team to accomplish the task. Students learn the fundamental practices of the scientific method and must persevere through success and failures to successfully meet their objective. Each team comes together to demonstrate their outcomes to the parent community at STEM Night.

1d. Social studies/history/civic learning and engagement

At Arnold Adreani Elementary School, a multi-disciplinary approach is taken with the teaching of Social Studies. Social Studies is not only taught for content and historical perspective, but it is used as a basis for teaching reading skills as they relate to expository text. Houghton Mifflin provides the curriculum for Social Studies based on the California State History-Social Science Standards. Students' engagement with social studies is bolstered by field trips that align to units of study. For example, fourth grade students dress in period clothing as they attend Sutter's Fort to get an early California pioneer experience. Fifth grade attends Time of Remembrance, which includes first-hand accounts of Japanese-Americans during World War II.

Teachers in fourth through sixth grades supplement Social Studies curriculum with Document Based Questioning (DBQ). DBQ challenges students to use primary or secondary sources for historical inquiry and document analysis. These short units of study provide students the opportunity to think critically, have productive debate, and ultimately produce a written response that is supported with evidence and analysis. This prepares students for the rigors of Advanced Placement (AP) in high school and higher education. The AP exam is designed from a DBQ model.

Teachers further supplement reading and social studies instruction by incorporating current events through Scholastic News or Time for Kids. These sources provide high interest content that is relevant to students today. Students work collaboratively on current issues and engage in productive debate as a means of teaching appropriate speaking and listening skills.

1e. For secondary schools:

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

Transitional Kindergarten (TK) is available to four-year-old students who were born after the September 1 deadline for entering kindergarten. TK provides pivotal early child developmental skills that ensure a smooth transition to kindergarten. A credentialed teacher provides a balanced approach of teaching foundational literacy and math skills, combined with social and emotional development. While there is no state adopted curriculum, EGUSD and a committee of teachers developed a curriculum that bridges the California Preschool Learning Foundations and the CCSS for kindergarten. Students who have received instruction in TK have a heightened level of confidence and preparedness as they enter kindergarten.

2. Other Curriculum Areas:

In addition to the core curriculum, students receive instruction in English Language Development (ELD), technology, physical education, and Visual and Performing Arts (VAPA). Credentialed teachers provide the majority of this instruction during the school day.

In each classroom, teachers provide designated and integrated ELD instruction based on students' individual language acquisition needs. Teachers utilize results from the English Language Proficiency Assessment for California (ELPAC) to determine interventions and grouping structures. The Wonders curriculum supports teachers in providing vocabulary and comprehension instruction at the students' specific language development level.

Students in TK through 6th grade receive comprehensive technology instruction in the computer lab at the hands of a credentialed teacher. TK through first grade learn basic computer navigation skills. First grade students use Google Docs and Drawings to learn word processing and computer-based art.

Students in second through sixth grades learn technology skills to prepare them for success in college and future careers. Students use G Suite for Education and complete assignments targeted at grade level standards. The students create documents using Google Docs through Google classroom. They learn the details of formatting projects such as how to use insert options to insert images into a document and to resize or reposition images. Students use Google slides to create a series of slides for presentations. Google Sheets is used as a platform to teach students the functions of a cell, column, row, chart, and graph. The students learn how to create formulas and manipulate data in spreadsheets. The students use Scratch and Block coding to learn the basics of computer programming.

Digital Citizenship is taught using Common Sense Media. Students build critical skills in ethics, safety, etiquette and security on the computer. Students receive explicit instruction on how to protect personal information, how to identify cyber-bullying and strategies to deal with a situation if it arises. The teacher instills in students the importance of being critical consumers of social media, chatting, texting and the potential consequences of not adhering to strict guidelines. The students learn the understanding of copyright laws regarding plagiarism and the importance of giving credit when using others' work from online references and materials.

Physical Education at Arnold Adreani Elementary is provided to students in TK through sixth grades. Students receive 200 minutes of PE instruction every two weeks. Students in grades first through third receive Physical Education instruction from a PE teacher once per week with the remainder provided by the classroom teacher. In fourth through sixth grade, students receive Physical Education from a PE teacher twice per week with the additional minutes provided by the classroom teacher.

Physical Education lessons are designed to meet the Physical Education Model Content Standards for California Public Schools. PE is built on the principles of movement skills, goal setting, leadership, and having fun while building physical fitness. Students cooperate and collaborate every day in class. Through carefully designed competition, students learn and teach each other through striving toward a common goal. The more challenging the skill set of the day becomes, the more motivation and collaboration the students

engage in. Personal improvement becomes the main goal and students experience a renewed commitment to excellence, ultimately instilling the perseverance needed for a lifelong, healthy lifestyle.

Arnold Adreani Elementary students experience Visual and Performing Arts (VAPA) instruction in all grade levels. Each grade level creates lessons and practice opportunities that lead to a performance. Some examples of performances given by students are: a holiday recital by the kindergarten students, a USA Performance by first grade, a Character Matters play in second grade, Poetry Recitals in third grade, Historical Role Playing in fourth grade, a Wax Museum in fifth grade, and an Egypt Museum in sixth grade. Additionally, each class completes a visual arts project that is displayed in four locations in the front office.

A teacher who is skilled at dance is guiding other teachers how to effectively implement dance as a means of meeting their additional PE minutes. Additionally, students may attend beginning or intermediate band lessons in a before or after-school program. They perform two recitals a year and perform at one Student of the Week Assembly, the National Elementary Honor Society (NEHS) induction ceremony, and sixth grade promotion.

3. Special Populations:

Teachers pride themselves on maintaining a high level of rigor to meet the needs of a student population where 86% of the students meet, or exceed, grade level standards on the CAASPP test in ELA and 83% in Math. In ELA, there is a negligible Achievement Gap for most subgroups. The greatest discrepancy is students of two or more races at 80% meeting, or exceeding standards in ELA.

In order to meet the diverse learning needs of individual children, teachers at Arnold Adreani Elementary School utilize a Response to Intervention model. This is a multi-tiered approach founded in high quality, researched-based instructional practices driven by ongoing assessment.

In Tier 1, students receive rigorous instruction based on grade-level CCSS. In Tier 2, students are provided differentiated, small group instruction based on assessed learning needs. Students' progress toward grade level standards is monitored individually by the teacher and collaboratively by the grade-level team during PLC meetings. If students continue to make minimal gains, the grade-level teams determine students with the most intensive needs for Tier 3 supports. Tier 3 consists of four to five students with a designated intervention specialist providing them with targeted intensive intervention. Tier 3 may also include extended day intervention and supports.

The progress of students in Tier 2 and Tier 3 are monitored twice per year with the school's Co-Op team that consists of an administrator, school psychologist, resource specialist, and at times, a reading coach. Teachers collect common assessment data to measure student progress toward grade level standards throughout the year. If a student is not responding to intervention, the team may refer a student to a Student Study Team (SST) meeting. An SST meeting gathers the whole team, including the parents, to get a full picture of the student socially, emotionally, and academically. From this meeting, it is determined if additional assessment is necessary to identify possible learning disabilities.

The backbone of effective differentiation, Response to Intervention, and Professional Learning Communities is formative assessment and progress monitoring. CAASPP testing reveals that there is an 11 point Achievement Gap for African-American students and students of two or more races in the content area of Math. Teachers use item analysis on assessments to determine the specific CCSS that students did not meet. This drives long term and short term plans for tiered levels of support as well as small group instruction. Additionally, teachers use research-based formative assessment practices that guide instruction in the moment. Further, students engage in self-assessment by rating their level of understanding through various methods.

The GATE Program provides various enrichment opportunities that are unique to an elementary school. Four different languages are taught: three computer coding and one linguistic. Higher reasoning skills like sequence, strategy and logical progression are incorporated daily. The GATE program offers a litany of

NBRS 2019

areas for students to be enriched through the Culinary Arts Program, Computer Assisted Design program, and Digital Photo editing classes. New for this year, is the Fantastic and Meaningful Education (FAME) Program. FAME allows anyone interested to join these opportunities usually reserved for GATE students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

There is a belief that what is celebrated reveals what is valued. Arnold Adreani Elementary takes time to celebrate students in all areas of development, ultimately impressing upon students that they are valued for their academics, their behavior, and their effort. The staff takes time to celebrate students on a daily, weekly, monthly, and trimester basis.

Through the PBIS program, students are rewarded with Wonderful Wildhawk (WOW) Tickets for adhering to behavioral expectations in multiple areas around campus. Two students are celebrated daily during morning announcements, weekly at an assembly, and at the end of the trimester with a pizza lunch with the principal.

Another component of the comprehensive approach to building character and productive citizens is a schoolwide monthly character trait focus. Each grade level team develops goals for their students around the monthly character trait such as Citizenship, Fairness, Trustworthiness, and more. Each day a message from “Words of Wisdom” is read during morning announcements that is specific to the schoolwide character trait.

Every Monday morning, the school hosts a Student of the Week assembly. Teachers celebrate a student from their class who demonstrates the character trait for the month. It also allows students to be celebrated for progress toward a goal. Classes that achieved the most points in the cafeteria for following the The Wildhawk Way, earn the Golden Lunchbox Flag. Classes also earn a certificate for perfect attendance if their entire class had perfect attendance for the week.

At the conclusion of each trimester, students are recognized for meeting the District Honor Roll of 3.5 GPA or higher, progress toward Accelerated Reader goals, Math Club goals, and perfect attendance.

Students feel welcomed and supported when staff feels welcomed and supported. Staff are welcomed back to school with a breakfast and a first-day-of-school treat on their desk. Staff continues to be celebrated with periodic barbecues and luncheons provided by the administration or by grade level teams. This brings staff together as a community where everyone can build fellowship and enjoy each other’s company. At winter break, each staff member receives a personalized gift from the principal. An active Social Committee ensures that sympathy cards are provided in challenging times and provides food for events such as the winter preservice day. In the spring, the PTA and Student Leadership takes a whole week to celebrate teachers with daily treats and a monetary contribution for classroom supplies.

2. Engaging Families and Community:

An active family community is a key component in the success of children at Arnold Adreani Elementary School. Parents are actively involved in many aspects of the educational system. Parents can be found volunteering in the classroom on a regular basis, chaperoning field trips, serving on the School Site Council (SSC) or English Language Advisory Committee (ELAC), and even helping to open car doors to greet students in the morning.

Arnold Adreani Parent Teacher Association (PTA) joins with the school to design events that bring the community together. They have hosted an incredible Crab Feed, one of the biggest Fall Carnivals in the area, a Father-Daughter Dance, a Mother-Son Event, Donuts for Dads, Muffins for Moms, and Family Movie Night just to name a few.

Likewise, families are welcomed on campus through an active Watch DOGS program that promotes positive male role models on campus. Administration and staff greet families daily as they help open car doors during Meet and Greet and they assist families across the crosswalks. Twice a year, families bring

blankets and chairs to enjoy Family Lunch day.

Teachers engage our families early and often by communicating regularly about expectations and progress. Each teacher hosts a well-attended Back to School Night that sets the tone for the year. This is followed up with classroom newsletters via email or paper in a schoolwide communication folder that goes home every Monday. Parents know exactly when to expect school communication for every child in every classroom. At the end of the first trimester, the goal is to hold a parent-teacher conference with 100% of all families. Teachers diligently work to accomplish this with the support of administration as a demonstration that we value families as a partner in the education of their child.

Arnold Adreani Elementary hosts two Parent Universities during the school year. These are designed to educate parents on the rigor of the material that students are being challenged with in the classroom and to provide an engaging night out together. A Family Writing Night and a Family Science Night were hosted on campus this year.

Arnold Adreani Elementary recognizes its parent support at an annual breakfast hosted by the school site as a small way to say thank you. Teachers invite parent volunteers that have been instrumental in the classroom, on field trips, or with special events. Families enjoy breakfast together with their children and other families.

3. Professional Development:

Staff at Arnold Adreani Elementary School embrace the concept of lifelong learning. Staff participate in site professional development as well as professional development offered by EGUSD, Sacramento County Office of Education (SCOE), and California State University Sacramento. Professional Development is driven by student and staff need. California Assessment of Student Performance and Progress (CAASPP) reveals a need for students to strengthen Speaking and Listening skills. Further, due to a new standards aligned report card, teachers have expressed the need for professional development in that standard.

This year we began to align our instruction and assessment practices through the school Leadership Team. Leadership Representatives collected data from their teams to determine common practices that could be implemented schoolwide. To continue to build capacity, district reading coaches provided professional development to the staff on effective teaching strategies for Speaking and Listening skills. John Hattie's work shows that one of the most impactful practices on student learning is Collective Teacher Efficacy. Therefore, teachers were given a release day to plan and design a cohesive grade-level plan to teach and assess Speaking and Listening standards. Finally, the site administration led grade-level teams through a vertical articulation that included a review of the progression of standards from kindergarten through sixth grade and an opportunity to share best teaching practices and formative assessment design. The outcome is a unified approach and an alignment of practice for students classroom to classroom and grade level to grade level, ultimately ensuring equitable access for all students.

Differentiated Instruction has been an ongoing instructional focus for Arnold Adreani Elementary. This year, staff received training on how to read and interpret fluency data for prosody, rate, and accuracy. Additionally, they received training in administering and interpreting Spelling Inventory data. This training allowed another diagnostic tool to be used to determine objectives for small group instruction. Grade-level teams were provided Tier 2 intervention materials to support targeted differentiation based on student need. Additionally, through collaboration between administration and the leadership team, teachers were provided professional development from a district reading coach on *The Reading Strategies Book* written by Jennifer Serravallo. These are research-based, highly effective teaching strategies designed to specifically target acquisition of specific grade level standards. This provides an additional tool for teachers to use for best first instruction or as an additional differentiation tool for small group instruction.

4. School Leadership:

Arnold Adreani Elementary has several leadership opportunities that are critical to the success of the school. The school operates on a traditional calendar and administration is comprised of a Principal and a half-time Vice-principal. A distributed leadership and decision making model seeks input from a variety of stakeholders creating buy-in from all invested to move the school in a unified direction.

Staff play an important role in leadership and decision-making. The Leadership Team consists of one teacher from each grade level, one resource teacher, and one classified staff. This decision-making body is responsible for addressing site-based instructional and infrastructural needs. Leadership Representatives are responsible for disseminating the results of decision-making to their grade level teams. Leadership Representatives continue their leadership role into the Professional Learning Communities where they help to align the direction of their grade level to site-based goals and Common Core State Standards. Staff also have a variety of opportunities to take leadership roles by leading specific events on campus via adjunct duties such the talent show, School Site Council, Social Committee or Student Leadership.

Student Leadership is uniquely structured to provide leadership opportunities to a vast array of students. Student Leadership is open to fourth, fifth, and sixth graders. Student Leadership is structured to raise the next generation of decision makers to have an impact on their community through service and integrity. Student Leaders are responsible for being an icon of what it means to be a Wildhawk. They must model The Wildhawk Way to their peers. Students serve on campus by volunteering their mornings and afternoons to be a part of our Meet and Greet team. To impact their immediate community, the student leaders host events such as Random Acts of Kindness Week and have boosted school spirit by decorating our perimeter fence with a “Go Wildhawks” sign. They also are challenged to extend their reach into our community. The student leaders sell ice cream throughout the year to raise money to purchase gifts for underprivileged children during the holidays.

Parents can take leadership roles by becoming a member of the PTA Board, the School Site Council, ELAC, or chair an event. Input is sought from each of these structures during the formation of the Local Control Accountability Plan (LCAP). Further, the school is accountable to each of these groups for our outcome data as it seeks to meet or exceed district and site-level performance targets.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Collective Teacher Efficacy through the Professional Learning Community Model is a key contributor to the overwhelming success of students at Arnold Adreani Elementary. John Hattie's research in *Visible Learning* credits Collective Teacher Efficacy as the most impactful practice for its effect size on student learning.

Teachers operate in highly functioning teams with a dedicated commitment to students learning at high levels. To highlight the collective knowledge base that exists within one grade level team, teachers were led through an activity that spotlighted the total years of teaching service on a team. Teams spanned from 80 years teaching to 113 years in the teaching profession, highlighting that there are few people more qualified to address the specific learning needs of all children than the collective knowledge available within the grade-level team.

Teachers at Arnold Adreani Elementary embraced the shift from grade-level meetings to Professional Learning Communities. This is a shift in mindset from "I taught it" to "Did students learn it?" Grade levels use four driving questions to plan and design learning opportunities and formative assessment for children: What do we want students to learn?, How will we know when students have learned it?, What do we do when students have mastered it?, What do we do when students do not master it?

Grade level teams meet weekly and teachers use long-term plans and curriculum mapping to determine key standards to address in the core content areas. Teachers focus on areas of assessed need and collaborate to craft lessons and determine instructional practices to deliver the lesson. A common formative assessment tool is designed to collect data on the focus standards. This data is used to identify patterns and commonalities between classrooms. This data drives differentiated instruction. Teachers share best practices and determine teaching strategies to intervene for students not meeting grade level standards.

The PLC is the perfect structure to implement change and to see the true impact of professional development because teachers do not operate in isolation. When new learning is presented to teachers such as NGSS, *The Reading Strategies Book* or *Speaking and Listening Standards*, PLCs allow for deep and genuine implementation.

Teachers collectively develop lessons and instructional practices, which ensures a guaranteed and viable curriculum for all students. Teachers focus on learning versus simply teaching. This is evident by 86% of students meeting or exceeding standards on the CAASPP test in English/Language Arts and 83% in Math.