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   [X] Choice

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

Official School Name Robert L. Stevenson Elementary School
(As it should appear in the official records)

School Mailing Address 1450 Martin Boulevard
(If address is P.O. Box, also include street address.)

City Merritt Island   State FL   Zip Code+4 (9 digits total) 32952-5514

County   Brevard

Telephone (321) 454-3550   Fax   (321) 454-3553

Web site/URL
http://www.edline.net/pages/RLStevenson_elementary   E-mail   Corneau.Michael@Brevardschools.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. Desmond Blackburn

E-mail
Blackburn.desmond@brevardschools.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard Public School District   Tel.   (321) 633-1000
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 Mrs. Misty Belford
(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   55 Elementary schools (includes K-8)
   (per district designation):   16 Middle/Junior high schools
                                          11 High schools
                                          0 K-12 schools

                                          82 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
[X] 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	27	35	62
1	30	39	69
2	29	39	68
3	32	39	71
4	24	38	62
5	31	33	64
6	36	52	88
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	209	275	484

4. Racial/ethnic composition of   1 % American Indian or Alaska Native
   the school: 6 % Asian
                                    3 % Black or African American
                                    8 % Hispanic or Latino
                                    1 % Native Hawaiian or Other Pacific Islander
                                   77 % White
                                    4 % 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: 2%

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, 2015 until the end of the 2015-2016 school year	2
(2) Number of students who transferred *from* the school after October 1, 2015 until the end of the 2015-2016 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2015	489
(5) Total transferred students in row (3) divided by total students in row (4)	0.020
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 1 %
                                                     5 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Chinese, Gujarorti, Portuguese, Spanish,

7. Students eligible for free/reduced-priced meals: 17 %
   Total number students who qualify: 83

8. Students receiving special education services: 20 %
                                                     97 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.

2	Autism	1	Orthopedic Impairment
0	Deafness	0	Other Health Impaired
0	Deaf-Blindness	7	Specific Learning Disability
0	Emotional Disturbance	45	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	2	Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>14</u>

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	33
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 <u>15:1</u>

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	97%	96%	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 <u>X</u>　　　　No

If yes, select the year in which your school received the award. <u>2007</u>

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

To have a pedagogical understanding about learning so children will experience academic, emotional, and social success requires working "enthusiastically and in concert" as a learner, teacher, and leader.

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

Student applications are accepted based on a lottery system not to include academic history. There is a process that has been established by the district's Choice and Innovation office where all applications are completed on-line beginning in early October through January, and then in late January, students will be admitted through an organized lottery system using an on-line program that randomly selects students. Parents are given ample time to determine that they are going to officially enroll their child by mid-February after notification has been made about the lottery results. Parents have many opportunities to visit the school, gather information, take a tour of the classrooms, meet teachers, office personnel, current parents, and administration. New prospective parent orientation meetings follow, where they learn about how to access their new teacher, apply for the lunch program, learn about daily schedules, and the array of activities students will participate in along with a host of other topics of interest. Our "Steppingstone" in-house transition to school program for both students and parents helps to acclimate kindergarten, first, and second grade students whether transitioning to school for the first time or to a new primary grade. A day is dedicated where parents are invited to join their student to experience the anticipated new daily routines that they will encounter next year and familiarize themselves with new students to our school. A great many parents join us (nearly 100%) to integrate themselves to our school. Wait-listed students are maintained for 1 year and admitted as openings arise.

PART III – SUMMARY

The vision of Robert Louis Stevenson Elementary School of the Arts, a public school of choice founded in 2000, is to provide students with opportunities to live and lead rewarding lives in the 21st century by preparing them "to explore matters of the mind and also of the heart." In the last 17 years, Stevenson has been designated a Blue Ribbon school, Florida Arts Model School, National All Things PLC model school, ATTAIN Technology model school, National LDC model school, and rated an "A" school by the FLDOE. Stevenson is located near Kennedy Space Center and Patrick Air Force Base in Brevard County, Florida. Our current population consists of kindergarten through sixth grade with a total of 484 students serving a diverse population of students and families coming from areas across Brevard County. The median income is $48,500.00 with 6.8% of families below the poverty line. Parents who apply to have their students enrolled at Stevenson are a part of a skilled and unskilled work force making up the fabric of Brevard County. Stevenson's philosophy promotes a partnership between school and parent volunteers/community partners. Volunteer opportunities assist the school in meeting its day-to-day objectives recording 22,000 hours of time annually.

Stevenson offers, in addition to a general music and art class, an elective bank that includes dance, drama, digital media, string orchestra, and concert band. Specific training in the arts helps develop a variety of skills that afford students opportunities to think critically and creatively, take risks, and demonstrate originality. Showcasing student talent, grade level productions are performed annually for the community to see the infusion of the arts.

An array of strategies and programs are put into practice before, during, and after school to meet student needs in the 21st century that require the ability to make rational decisions both independently and collectively. These abilities are nurtured and developed through well-crafted experiences. We motivate students to learn through meta-cognitive thinking seen through best practices that target academic performance, student learning styles, and social responsibilities which generate habits of mind. Educators utilize research-based practices such as differentiated instruction, performance scales, prioritization of the standards by cluster, and develop scope and sequence maps to deliver a guaranteed, equitable, and viable curriculum. In addition, we examine data to make decisions that help meet students' needs and align future staff development. Before/after school clubs, from enrichment to prevention/intervention, are tailored to our students' performance levels/interests. Students model their learning and communicate their understanding during student-led parent conferences, which adds a dimension of student ownership of their education. Family training nights and parent-teacher conferences provide parents a variety of hands-on, interactive learning opportunities that closely align to classroom experiences, which allows them to be better informed and involved in their child's learning. The greatest challenge faced as a choice school, unlike traditional "neighborhood" schools, is students not having ample opportunity to build and maintain relationships outside of the regular school day. Townhouse meetings, family skate nights, Penguin Palooza, Jog-A-Thon, arts days, music camps, field days, class picnics, and service projects allow students to connect socially. These events, now tradition, shape our school culture.

Receiving a $350,000.00 grant to improve our delivery of technology has afforded us many ways to assist students. This new technology required additional teacher training to ensure optimal implementation. Embedded with technology, the delivery of a "blended curriculum model" has emerged including the principles of Science, Technology, Engineering, Mathematics (S.T.E.M.). Our program, S.T.R.E.A.M., adds the creative arts and reading/writing (cross-curricular, literacy-based instruction/research) to the S.T.E.M. model. Stevenson's blended curriculum model has evolved through collaborative efforts with education partners such as Literacy Design Collaborative, Marzano Research Lab, National Literacy Project, and The New Teacher Project/unboundED to assist us in developing high quality, literacy-saturated curriculum. They have provided input about developing appropriate instructional ladders that align to cognitive demands of the standards. Partnering led us to ascertain the importance of feedback throughout the learning cycle. Students are regularly recognized for their successes and encouraged to focus on new learning targets.

Embracing the criteria set by Blue Ribbon, greater fidelity continues to be achieved as seen in our performance. We build teacher/administrator capacity to provoke thinking about our collective efficacy (our

own continuous improvement); to work together can produce so much more than in isolation. John Hattie notes an effect size of 1.57, working collaboratively with a unified vision which brings strength to our charge. Receiving the distinction of National Blue Ribbon School, 2007, Stevenson invited the school board, superintendent, Florida House of Representatives, business leaders, local schools, and parents to join us in celebration. Speeches were presented, blue ribbon shirts were worn by dignitaries, students, and staff as part of the recognition. The Color Guard raised the U.S. flag and alongside it our newly earned Blue Ribbon flag. The Blue Ribbon Seal was mounted on our podium to remind us that our hard work pays off. To support our vision, "matters of the mind and of the heart," is to never lose sight of our legacy. To capture the idea of being named a National Blue Ribbon School again signifies our deep rooted practice - to be better tomorrow than we are today.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Florida Standards curriculum framework is our focus. Students experience success through a guaranteed, equitable, and viable curriculum created by collaboration in both weekly grade level and vertical meetings. Pacing guides ensure that the curriculum is monitored and maintained. Cross-curricular modules, formative assessments, performance scales, and curriculum mapping are a few ways we ensure the delivery of instruction. Prioritizing then identifying high-complexity standards has helped build instruction, moving from procedural to declarative knowledge. Backward design planning starts with the end in mind. We identify KUD (Know, Understand, Do) as part of the gradual release model to acquire conceptual understanding. Tiered instruction, through a series of lessons found in our performance scales, deliberately leads students to mastery work. Our curriculum emphasizes appropriate use of vocabulary including understanding connotative/denotative meanings, usage, and application. Strategic, formative feedback is provided often before a final assessment/product is administered and evaluated. Well scaffolded instruction helps students acquire the knowledge and skills necessary to complete final tasks. Webb's DOK/Bloom's Cognitive Dimensions help staff plan instruction and develop common assessments to ensure students are engaged in high-level thinking that brings about the rigor and full intent of the standards.

Stevenson offers a minimum 90 minutes of daily, uninterrupted reading instruction. The five basic elements of reading instruction include: phonics, phonemic awareness, vocabulary, fluency, and comprehension. Classrooms are filled with print-rich materials creating an environment promoting guided, independent, and shared reading. Teachers deliver authentic learning experiences integrating content through whole/small group and one-on-one instruction. Students in all grades are expected to wrestle with complex text (within/beyond grade level Lexile bands) independently by asking questions, making inferences, and perceiving relationships. Collaborative thinking is practiced through speaking and listening standards that are embedded alongside reading, writing, and language standards for the purpose of building knowledge with content-rich social studies/science texts. To construct foundational skills that prepare students to participate respectfully and intelligently in an increasingly diverse world, students collaborate through Socratic discussions, debates, and digital blogs which help transition their thinking from reading to writing.

Concepts of print, phonics, phonological awareness, automaticity, prosody, self-correction, and vocabulary are the core of our early literacy program monitored through running records and district assessments. Phonics instruction is the focus as students are learning to read. Phonics-embedded reading methods establish strong decoding skills building a foundation for reading and writing.

As literacy develops, students "read to learn" and apply skills across the curriculum by writing research-driven products on a variety of social studies, science, and ELA topics. Students gather evidence from multiple sources and synthesize information to create written pieces of targeted work. Our framework provides opportunities for students to engage in exciting and challenging extension activities which involve multimedia representations of the content learning.

Our math curriculum focuses on logical/adaptive reasoning through experiences focusing on a strong number sense foundation. Critical thinking, problem solving, concept application, reasoning, and oral/written justifications using domain specific vocabulary are emphasized. Fluency/precision fosters accuracy. Authentic real-world experiences and personalized learning lead to the development of viable arguments. Collaboration involves analyzing the reasoning of others to construct new meaning and solutions. This is evidenced through modeling and using appropriate tools strategically and purposefully to notice patterns and repetitions as students analyze relationships and draw conclusions. A growth mindset makes failure an integral part of problem solving. Error analysis promotes higher-level thinking and aids in conceptual understanding, bringing about perseverance.

Next Generation Sunshine State Standards (NGSSS) focus on Earth/Space, Life, Physical, and the Nature of Science. Minds-on/hands-on science helps students gain greater understanding of scientific concepts and processes through inquiry and investigations. Aligning ELA/Science (blended learning) has brought about

academic rigor. Students manipulate variables through virtual experiments/simulated situations and real world experiences. Science understanding is demonstrated through Claim, Evidence, Reasoning written responses.

Teacher created modules of study (government/civics, economics/financial literacy, geography, and history) teach the Social Studies NGSSS by integrating content and ELA standards. This integration links the reading/writing processes through high-level thinking and collaboration about the content. Skills that enhance critical thinking, social-emotional development, pro-social skills, interpersonal interactions, and information literacy foster greater civic engagement that incorporates local, national, and international issues and events with impact on communities. Document Based Questioning leads students to draw evidence from primary and secondary sources on a topic. Learning is exhibited through Socratic talk, debate, written and oral presentations, and multimedia projects. Students are asked to make value-added determinations by addressing important and relevant social issues rather than recalling "flattened historical facts." Junior Achievement enhances students' understanding of business, economics, and the value of contributing to their communities. An example through our block schedule where one module of study was offered had fourth grade students inquire about an ecological crisis in our county, where high levels of nutrient pollution was being discharged while destroying and negatively impacting the coastline. Students analyzed the economic impact, historical trends, and government regulations while understanding the fragile balance of the ecosystem. After identifying the problems through research as a participating young citizen, students propagated mangrove seedlings which were later planted with the help of a local environmental agency as part of the restoration efforts giving students an authentic experience in civic action. This led students to question how local efforts compare to international efforts to combat pollution in potable waterways.

2. **Other Curriculum Areas:**

We value the arts, music, dance, and drama at Stevenson. Every student is involved in a standards-based performing and visual arts program that infuses mathematics, writing, reading, speaking/listening, application, creativity, originality, analysis, historical and cultural significance, and collaboration. Arts inquiry includes the study of aesthetic principles and is seen through historical movements that helped shape the art of the time. Students study digital/contemporary and traditional/classical art forms.

The mission of the visual arts department is to foster lifelong learning and appreciation of the arts. Visual skills allow students to develop their expression through the production of art in a diverse global society. Introducing a variety of resources and techniques fosters originality. Examination of historical and cultural significance allows students to gain deeper understanding of self, others, and the world around them. Projects involve problem solving, higher order thinking, and embedded domain specific vocabulary through application of media and with an emphasis on artistic technique. All students participate in general art class once each week. A community outreach effort is the exhibition of students' art work on Artsonia, a digital means for displaying art to the public.

All students participate in music education at least once each week at Stevenson. In addition to general music education, students in grades third through sixth explore varied musical interests through chorus, concert band, string orchestra, and Yamaha keyboards. All music classes are developmentally appropriate and focus on reading music, tone production, posture, care of the instrument/voice, rhythm, and technique. The goal of the music program is to promote the development of "growth mindset" in students as they develop their own musicality. Cocoa Village Playhouse and Brevard Symphony Orchestra partner with our department to bring greater exposure, allowing students to see music and the arts in action.

An added dimension of our arts program includes weekly dance classes. All students participate in dance instruction, focusing on skills/technique, processes, historical/global connections, and creative risk takings/interpretations. Control of the human body to express the language of human emotion non-linguistically heightens students' awareness of the self. As part of the elective bank, drama offers an extension of skills learned in dance. In addition to non-linguistic expression, students can further develop their creative identity through the personification of characters on stage. Stevenson's performance schedule includes six productions showcasing student talent in all of the arts.

Our physical education program is founded on mind, body, and spirit and is based on the acquisition of knowledge, skills, and physical engagement. The basis of our program is founded on a range of lessons where rules of the game, teamwork, and the understanding of physiology are delivered in a socially/emotionally acceptable environment. The mission of our program is to empower students to sustain regular, lifelong physical activity as a foundation for a healthy, productive, and fulfilling life. Our physical education offering is a sequential education program that provides a total of 150 minutes of activity per week. Modifications are made to meet the needs of individual students to allow for maximum participation. Annual physical education events include Bike Safety Week, Jump Rope for Heart, and field day.

With 22,000 books in our collection and a 1:1 computer to student ratio, our weekly media program combines traditional methods of accessing print material with digital means. Media standards, as well as the core content standards, are blended with embedded research on a variety of topics that expose students to a plethora of concepts. Makerspace supports these standards through several challenges to cultivate problem solving, critical thinking, the engineering design process, and collaboration. Examples include 3-D printing, circuit design, and take-apart centers. The computer lab supports media standards and the core curriculum through website creation, digital portfolios, coding, and research projects. Internet safety skills necessary for students to properly use technology are offered. As the hub of the school, the media center offers 21st century thinking activities to develop globally civic-minded individuals. Many Stevenson students participate in the RAD book club in which they read and discuss Sunshine State Award books. Following these book talks, students compete with other schools at Book Bash. This helps to support our literacy program and students' love of reading.

3. Instructional Methods, Interventions, and Assessments:

Instructional approaches are varied throughout the school day to ensure that students are afforded the opportunity to learn content through a multitude of modalities. By offering learning experiences from direct instruction to inquiry-based learning, we meet diverse and individual needs. With the teacher as facilitator, students regularly receive specific feedback related to their needs and goals. Students apply their knowledge through formative and summative assessments including digital presentations, projects, speeches, performance-based tasks, and real world applications. Using "choice menus" students choose how to communicate their understanding.

Technology has enhanced our instruction and assessment methods by offering many avenues for differentiation by student performance level and interest. Online programs provide teachers the ability to assign varying Lexile levels for reading assignments as well as tiered questions for all content areas.

Stevenson's staff is trained on the RtI-MTSS process annually in order to help teachers develop better responses to interventions where students benefit from quality instruction that is specific to their needs. Teachers present information to parents as it relates to the Individual Problem Solving Team (IPST). Data team meetings, kid talks, and vertical team meetings encourage teachers and administration to learn how to understand the demands of the standards and development of the curriculum. Acceptable data collection related to relevant interventions enables teachers, school psychologists, staffing specialists, behavior analysts, and social workers to determine the best interventions so that the student responds optimally allowing the intended learning to take place.

The MTSS process examines core instruction (Tier 1) with a focus on rigorous instruction and differentiated (first line of defense) instruction. In some cases, our students require supplemental instruction (Tier 2) determined through classwork, assessments, and diagnostic screeners. Once an intervention is determined, progress monitoring evaluates its effectiveness. This continues until the student no longer needs supplemental instruction or needs more intensive intervention (Tier 3). Data teams play a vital role in analyzing and comparing data. Our MTSS process always considers the emotional and social well-being of students and their needs. Behavioral considerations are factored when making plans, looking at RtI intervention, and using behavior performance scales.

Stevenson holds two meetings every week to review data from common assessments, performance scales, project-based learning, and module results. One meeting focuses on the grade level expectations from the

perspective of the team, while the other has a vertical view of curriculum from grade-to-grade. The staff also spends time to diagnose school-wide trends by conducting an item analysis of tested items and responses. In order to determine what created difficulty for the student(s), we analyze multiple choice options, query the text for its complexity, examine embedded vocabulary (tiered words/multi-meaning words/figurative language, content specific terms), evaluate text structures/features, deconstruct the meaning of the written prompt, and critique how the authors ideas were presented. Examining how strategies and content were taught allows us to see if the scaffold of instruction builds knowledge over time.

This data and assessment analysis, coupled with effective instructional delivery has brought us success. Performance scales focus teachers on standards-based grading practices that measure if a student is "mastering the standard." Through the development of performance scales, the idea of scaffolding instruction with appropriately increasing levels of cognitive demand are sequenced properly to build content knowledge and the acquisition of skills. Our performance scales include specific task "look fors" as part of a performance measure where students must demonstrate not only their knowledge, but also be able to apply it at particular stages prior to full mastery of the standard(s). Language plays an important role as students articulate their thinking verbally and in written expression using specific tiered or content vocabulary.

After data collection and analysis, instruction is differentiated based on a student's identified needs. Program offerings to meet these diverse needs include pullouts, push-ins, walk-to-intervention, gifted classes, tiered instruction, and intensive reading and/or math instruction beyond the typical 90-minute block. Stevenson also offers exceptional education support for students with an Individualized Education Plan. Accommodations are offered to students who meet the criteria for a 504 Plan. English language learners' needs are met through differentiated activities in the classroom delivered by ESOL certified teachers.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Ken Robinson states, "Imagination is a process of bringing to mind things that are not present to our senses; creativity is the development of original ideas that have value and innovation," which is our process of putting new ideas into practice. This quote is the founding principle of taking collaborative risks. Creative thinkers understand that failure, viewed as a chance for continuous improvement, is a measure of success when understood as "lessons learned." We believe that all of our students are everyone's students. Collective efficacy enables us to make every attempt to create extraordinary things for all students. Through our collective capacity, we have the ability to hard wire our values in order to make available more widely accepted practices. Leaders cannot lead what they do not know. But, together, we know and understand a lot more!

The desire for continuous improvement requires a culture of trust, commitment, and a high level of fortitude. This leads us to reflect and search for new opportunities even when confronting disappointment or pushing ourselves further than we "have to go." Professional Learning Teams (PLT) grant us the opportunity to expand knowledge, resources, and create alternatives. Our action research (SMART Goals) is linked to the School Improvement Planning process. Whether an adult or student, our philosophy is to have people solve problems in a manner where everyone agrees to fulfill a role that ensures that learning takes place. "Growth Mindset" has transformed our school in the way we understand the idea of continuous improvement.

Programs like Junior Achievement, Math Tournament, Future Problem Solving, Odyssey of the Mind, Chess, and Robotics Club enhance ways students come together. Since we are not a neighborhood school, yet see the need to foster healthy relationships, we encourage students to grow socially and emotionally. Townhouse meetings have students work with peers from other grade levels on community service projects to problem solve together. Students gain an increased awareness about globalization, interdependence, human diversity, and societal changes through the modeling of democratic principles and are given ample opportunities to practice their role in society and to evolve their own civic efficacy – the readiness to assume responsibility as a citizen and the belief that one can make a difference. "Palooza" Family Night, a picnic with activities, allows students to have fun and parents to network alongside staff.

We often ask students to work peer-to-peer. We model the same idea as adults through conducting "instructional rounds." Collaboration is increased when we observe each other contributing to our strengthening instructional practice by not only seeing strategies used, but also skills application and task alignment to the standards. Teachers look forward to feedback by peers which supports the idea of self-efficacy; 92 percent of our teachers are voluntarily involved in "rounds."

2. Engaging Families and Community:

Education has evolved, now requiring educators to bring understanding to parents on how we develop their child's ability to think, and that it will be of benefit to them and extend many years into adulthood. Stevenson is committed to assisting parents by hosting parent training nights, monthly liaison meetings, School Advisory Council meetings, topical assemblies during open house, and parent orientation meetings to help them gain information about how we instruct and motivate students to learn. At Career Day Exhibition, students meet professionals in the areas of science, technology, engineering and mathematics who share their education, work experiences, and career specific skills. This experience provokes students' curiosity about potential career choices while emphasizing the importance of education.

Parents are recruited to participate on School Advisory Council as well as serve as active members of the Parent/Teacher Liaison group. Parents take charge of being a classroom parent leader. These classroom liaisons organize materials, communicate information to other parents, and assist the classroom teacher with a multitude of educational activities. Many committees focus their objectives by establishing expected outcomes. Committees range from assisting the school with safety to initiating practices that will support

students academically as a mentor, to field day competitions, promoting Jog-a-thon, and planning "health night fairs." Committees also organized school-wide community-service projects such as the construction of mathematically engineered canned food sculptures, which were then donated to local shelters. Local beach clean-ups, donations to Ronald McDonald House, and holiday cards to public service members are additional ways we connect the school to our community.

Once information is gathered about standardized testing, our improvement planning process involves the advisory group (parents/teachers/administration) to review results and form an action plan that will help narrow the "gap." Through the School Improvement Planning process, parents and teachers actively seek ways to improve learning by studying new program offerings that will best meet our needs.

Edline, weekly newsletters, "Peachjar" online portal, and Blackboard provide timely information about events, programs, and resources along with showcasing student and school accomplishments. Ongoing communication between parents and school are available to address topics regarding academic and social-emotional matters. Conferencing between parents and teachers is welcomed which addresses our philosophy of school-to-home connection.

Business partners provide an array of services and support including financial gifts, volunteering time to mentor students, providing ancillary classroom materials and hygiene supplies, donating food for large public venues, and transporting musical equipment to our concerts.

3. **Professional Development:**

Stevenson holds two meetings weekly, one for grade level teams and the other for curriculum alignment and staff development. Both help us understand data results, how to narrow the gap, and how to best meet students' individual needs through intervention/enrichment strategies. Our development of performance scales has helped provide students with adequate and ongoing feedback because of how we tier instruction.

Conducting instructional rounds is an example of staff development. It began with 11 participating teachers to now 30 who observe teachers three times per year. Teachers open their classrooms for colleagues and administrators to see how effective student engagement is aligned to the standards and associated cognitive demand. After each observation, the team collaborates to talk about what was evidenced. Teachers walk away understanding new ways to engage students, the level of depth that the standards are being taught in other grades, and how student learning connects to grade level work.

How we teach matters. Our "problem of practice" is building a curriculum scope and sequence map to study the prerequisite knowledge that leads to deep thinking, bringing about coherence. Proper vertical alignment reduces the likelihood of learning gaps.

New hires receive a mentor/coach to assist them in acclimating to the school culture and understanding academic expectations. Clinically trained mentors bring professional knowledge and experience to these transitioning teachers.

A unique staff development plan, "Pathways," differentiates professional development provided by teacher leaders and has proven very successful. Time provided by teachers for teachers has brought about greater productivity, validation, and investment in time spent learning. Pathways include a significant amount of research and collaboration with experts outside of our school to clarify our "problem of practice." We participate in webinars, blog, and use a variety of programs to learn from each other.

Attending national/regional conferences to present and receive training, teachers and administration partner routinely in Brevard and nationally at teacher conventions. Examples include the Southern Region Education Board (SREB) conferences, at various Florida reading conferences, at the National Arts Education Association conference, and making connections regularly by partnering with other schools (School2School). This summer a team of teachers will present our work on curriculum mapping in Tennessee. In past summers, teams presented on performance scales and participated with the LDC

Steering Committee. As a model school, we present our methods of instructional planning and implementation to schools and districts across the country.

4. **School Leadership:**

Stevenson believes building of staff capacity depends on high levels of motivation and commitment to solving problems and approaches. When people collaborate with a true understanding of the work, they evolve a "collective level of productivity," bringing out socio-psychological effects that enhance our organizations outcomes. Such results demonstrate significant effects on the organizational conditions that lead toward better student results. Amidst the idea that leadership matters is the belief that administrators and teachers must act as leaders and learners together, and be held responsible for how much students learn. Stevenson has heightened its awareness that the educational landscape has changed and has adjusted to the fact that accountability standards have to change because of the increasingly complex environment that school is today. Curriculum standards, achievement benchmarks, programmatic changes and requirements, and policy directives generate and complicate our requirements. As a school, we respond to increasing diversity in student characteristics, cultural backgrounds, income disparities, and physical and mental disabilities that bring variations in learning capabilities. With rapid development in new technologies, communication requirements and the internal operations of how schools work is changing. We have come to realize that to navigate through these new conditions requires forward thinking where shared leadership is more essential than ever.

Therefore, Stevenson views leadership has having two functions: to provide direction and to exercise influence. As a school, we have learned to mobilize our purpose and direction by first remaining focused on student learning, by including academic knowledge, skills, and values of disposition. Leadership becomes a function more than a role. Stevenson invests in its people. It is expected that people perform many cross-functional roles regardless of their formal position within the school. These people provide research, direction, and exert influence in order to achieve its mission. Depending on the context and the nature of the goals, the staff pursues purposeful goals that evolve into well-crafted curriculum delivery that has a positive effect from strong school leadership. Professional learning teams that meet twice weekly, combined with early release Wednesday and select in-service days, allow the professional staff to train, conduct research, explore ideas, and discuss pedagogy and curriculum while never losing sight of the results of our work found from varied assessments that help gauge next steps. Stevenson embraces change, the idea of growth mindset where failure is seen as opportunity.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

S.T.R.E.A.M. (Science, Technology, Reading, Engineering, Arts, Math) has emerged as an onset of our understanding of what blended/interdisciplinary instruction looks like. To realize that all students need to be well-prepared academically, socio-emotionally, and as global-minded citizens for career and college readiness in the 21st century, we integrate reading and writing with all other core content. Many of our modules of study incorporate thinking as a scientist, engineer, and mathematician along with a high level of creativity expressed through the arts and technology. Recently, a team of teachers and administrators visited a number of S.T.E.M. schools to research how 21st century thinking was being developed. The team studied the tasks assigned to students that provided hands-on applications and innovative thinking. Through observations, we determined that not only did we want integrated science, math, and engineering modules, but that literacy needed to be embedded. Verbal and written literacy play a critical role as seen in our module framework.

In order to connect the elements of S.T.R.E.A.M., a scaffolded instructional ladder with purposefully selected strategies foster analysis and meta-cognitive development where students rationalize their thought process, evaluate their outcomes, and defend their ideas. Bridging reading and research of interdisciplinary content to the writing process requires the use of deep analyzation, graphic organizers, and clear communication skills applying domain-specific vocabulary. As with the engineering process, where students must question, plan, create, and improve, students transfer these skills and strategies to their written work when revising and editing. This process requires students to reflect and evaluate their learning in accordance to performance scales and the feedback gained from them.

In referencing the 2015-2016 FSA ELA data for 3rd through 6th grades, between 91% and 97% of our students met grade level expectations with at least a level 3 score while 59% to 79% of students exceeded grade level expectations with a level 4 or 5 score. Science scores indicate 93% of students met expectations with a level 3 score and 67% exceeded grade level expectations with a level 4 or 5 score. This achievement indicates that students successfully integrate their reading strategies in other content areas. Student surveys show that they feel prepared socio-emotionally and academically to take on the challenges ahead. We attribute this to the well-delivered integrated instruction they receive through our S.T.R.E.A.M. model.