

Brevard County Public Schools School Improvement Plan 2012-2013

Name of School:

Area:

Central

Robert Louis Stevenson Elementary School

Principal:

Area Superintendent:

Sandra Demmon

Michael Corneau

SAC Chairperson:

Laene Keith

Superintendent: Dr. Brian Binggeli

Mission Statement of Robert Louis Stevenson Elementary is:

To prepare teachers with the pedagogical knowledge, teacher practice, skills and core content knowledge in and by "working enthusiastically and in concert" so that every child will experience academic, social, and emotional success.

Vision Statement:

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To give students at Robert Louis Stevenson Elementary School of the Arts every opportunity to live and lead a quality and rewarding life in the 21st Century by offering many ways to explore matters of the mind and also of the heart."

Brevard County Public Schools

School Improvement Plan

2012-2013

RATIONAL – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

One place to start – three year trend history (optional):

Next Generation Sunshine State Standards and the New

Common Core Standards:

Last year’s School Improvement Plan which included action research and study into the ways in which teachers interact with their students and the relationship between those interactions and students’ academic performance (Brophy and Good, 1978; Douglass, 1964; Rowe, 1969; Mackler and others, 1969) has shed considerable light on how teachers form expectations and influence their students’ behaviors toward what they learn. Last year, Stevenson charged all teachers to actively seek ways to engage students where collaboration among their peers was maximized; where a range of questioning takes place that allows students to probe deeply into subject matter while at the same time to develop formative assessments that provided students with feedback that adequately directed their learning in ways that increased understanding. By having provided *increased formative feedback*, teachers would better gain information through adequately monitoring the progress of each student thereby directing the instruction as it was needed rather than a holistic approach or “*one size fits all*” model. Yet, we find ourselves today continuing to address the essential question, “What do high expectations truly mean and what does it look like?” It remains our quest to clarify our own operational belief and how that is associated to a set of actions that make it possible to identify and provide a program having “academic rigor.” As in the last year, we continue to ask “What are the methodologies and actions that a teacher demonstrates and puts into practice that consistently result in higher student performance. When reflection on practice, do highly effective educators *engage in to know that their use of these same strategies, methodologies and actions are the deciding factors in their students’ success?* “This year, during preplanning week, Stevenson held discussion groups to define what academic rigor means as it relates to our school environment. Stevenson’s School Improvement Plan last year addressed the teacher’s role in the how students were asked questions and if all students were addressed with the same consistency so that no student could “*OPT OUT*” by not answering the question or be allowed to be “off the hook” from answering. This came from a study conducted by Reeves where he investigated 5 techniques that if used would increase content knowledge for students. Through classroom observations it has been witnessed that the majority of teachers have imbedded the strategy where students are required to be fully engaged in order to answer all questions at some point so that no one is left behind with misconceptions. While there was emphasis on requiring students to expand on or explain in greater detail their answer, this year, Stevenson’s new goal is to see that students not only must answer questions that would suggest a higher level of understanding, but must also formally express themselves in writing using conventions, grammar, good text structure, graphic organizers, and mind maps that clearly reflect the depth of their understanding in a content area by justifying and citing the source they are referencing. In fact, the ideal is to have students make cross

connections from different sources and thereby drawing conclusions from the ideas of others (Common Core State Standards).

Upon reviewing another piece of data, the Client Survey, Stevenson had a 100% response rate (this information was provided by the district). 97% of families indicated that they have attended information/parent training regarding our program offering while 92% valued them as most useful.

Other factors:

	Excellent	Good	
Principal's response to community –	44%	37%	=81%
Asst. Principal's response to comm. -	66%	18%	=84%
Teacher response to community-	57%	30%	=87%
Home Learning /Study Skills -	82% (has relevance to their learning)		
Technology application-	38%		
Progress Report Monitoring-	62%	30%	=92%
Website use-	27%	42%	=69%
Bus Transportation-	35%	24%	=67%
Clean Environment-	51%	43%	=94%
Reading-	55%	35%	=90%
Math-	53%	37%	=90%
Science-	53%	34%	=87%
Activities-	46%	38%	=84%
21 st Century Skills-	45%	28%	=73% (with a need to improve the practical application)

Overall Satisfaction of the School is that 63% of parents view the school as excellent and 31% view school as good. 0% of parents viewed school as poor.

This data indicates that while Stevenson has a lot to be proud of, an area that we will continue to improve is in the technology and 21st Century Skills. Imbedding of these will be done in all content areas on a more routine and consistent basis. The application of the use of technology is an area that we will continue to develop through our in-house professional staff development and with the support of district Technology Integrators. “*Wired Wednesdays*” will help to address questions about how to best incorporate student use of technology as a “best practice.”

From a student's perspective, after reviewing the survey that was conducted regarding their thinking about 21st Century Skills and technology use results indicated that:

- 44% of students like the idea of having some choice to complete assignments
- 51% like to be involved in active discussion with their teacher and classmates
- 53% like using a variety of materials to learn from besides text books
- 43% like to have the connection mean something to them and their lives
- 39% like to defend why they think as they do**
- 51% like to teach others about what they have learned and to explore ideas together

Interestingly this study also asked students about their active use of the “search engine” on line. 65% have

indicated that they use them. This has led our school to question how effectively are students discerning the information that they are receiving on line? This is a topic that will be addressed with the staff for this coming school year as we explore in media class primary and secondary sources.

Stevenson also administers the Metropolitan 8 Achievement Test to all students newly enrolled at Stevenson and then to all students at the end of each school year. This helps us to see if students are making *one year of academic* growth. Our findings generally have paralleled the FCAT State Testing. Last year’s results are as follows:

In Reading – Stevenson scored:

- 81% - National Percentile Range
- 73% - Sound and Print National Percentile Range
- 79% - Reading Vocabulary National Percentile Range
- 80% - Reading Comprehension National Percentile Range

In Mathematics – Stevenson scored:

- 77% - National Percentile Range
- 80% - Concepts and Problem Solving National Percentile Range
- 70% - Computation National Percentile Range

The Results from the FCAT 2012 reflect the following in regard to Learning Gains:

Reading-

- % students L3> Reading..... 96%
- % students L3> Math..... 95%
- % students L3> Writing..... 99%
- % students L3> Science..... 93%

- % students with Learning Gains in Reading..... 79%
- % students with Learning Gains in Mathematic..... 84%
- % lowest 25% with Learning Gains in Reading..... 79%
- % lowest 25% with Learning Gains in Mathematics.... 84%
- Total Points Earned..... 709

Our FCAT results evidenced an increase in mathematics from the previous year but a slight decline in reading. Therefore, it is believed that Stevenson can improve in the area of reading comprehension by training teachers to use the “Close Reading Strategy” with their students, especially with new increased level of text complexity generated by the new Common Core State Standards. Literacy skills in reading comprehension and written responses are critical training that our students will need, as well as how to best guide teachers on how to instruct students. The administration has a well defined plan to “unpack the standards by showing models” that will help to train teachers so that they may implement these ideas into their best practice. Another area of concern that Stevenson will focus on is in the area of math computation. Scores on FCAT, as well as seen in our Metropolitan 8 Achievement Test results indicate the same need for improvement. We feel that there is a direct connection to sequencing and order that we will address in reading as much as in the mathematics area. By emphasizing step-by-step processes as a focus, will help to serve both areas so that our students are more successful. Writing responses to process the way “we think” will move students to have to justify and defend, rationalize and articulate why they believe what they do.

Analysis of Current Practice: *(How do we currently conduct business?)*

The School Improvement Model at Robert Louis Stevenson Elementary School of the Arts is comprised of several parts. First, data from both district and state assessments are reviewed and analyzed and shared with all stakeholders. The results are disaggregated and areas of concern are noted and discussed. Based on this data, curriculum decisions are made and program needs are analyzed. Best practices are determined after careful examination of student results. Professional Learning Teams (PLT) play an important role in helping to address the direction the school will head toward the following school year. A set of charges are stated so that each PLT has an area of focus. PLT's are divided into the reading, writing, math, and science cadre. The Activities have a cadre of their own as well. Imbedded in each subject area, the 21st Century Skills is an integral part of what Stevenson has defined "as student engagement." Based on these cadres, professional development training is determined for staff. We also include different parent training nights all of which helps us to remain highly focused on ways to improve student performance. This year, **Professional Learning Teams have been charged with a specific focus; To build literacy skills in reading and writing so that students develop excellent comprehension skills along with written communication skills to express their understanding as it relates to all content areas. Teachers will discuss, review articles, look at school data, share best practices and methodologies that will help students so that they become better and more comprehensive readers and writers by being able to justify, defend, and reference their ideas.**

Stevenson's Annual Client Survey is reviewed to determine areas of perceived strength and where areas needing to improve are necessary as a school. This helps us to determine customer satisfaction from the community.

Data from both of the above processes are brought before the School Advisory Council and the School Improvement Plan is developed. School Advisory Council which is comprised of professional staff, parents, and community come together a minimum of eight (8) times per year. At these meetings, curriculum, student achievement, enrichment and remediation are discussed. Many of our meetings also center on the "life of the school" all of which helps students to remain highly engaged and positive while at school.

Another area that has been fully implemented but continues to need refining is our Student-Led Parent Conference Nights. This is when we ask our students to *cognitively reflect* on their own personal learning. Through the use of formative feedback, students are able to help the teacher to determine what is learned and what material remains challenging for students thereby helping to drive their instruction. One of the areas that Stevenson will continue to refine is the formative assessment process. Learning different ways to help inform students will bring about better strategies to not only engage students more but importantly, to aid particular students in specific instruction and skill sets where misconceptions lie. Stevenson developed a framework last year so that this year identified students would receive an adult mentor who would help to foster a meaningful and purposeful relationship that helps to motivate students to do their personal best. Our newly designed program is called Stevenson's **Mentor Plus Program**.

During the past twelve years, achievement at the school has remained exemplary. The school ranks among the top schools in the State and Nation as evidenced by both state and national tests. During the last school year, 95% have scored at very high levels on standardized tests. Proudly, Stevenson is ranked 8th (eighth) of all elementary schools in the state for the 2012 school year. Stevenson strives to remain in the top ranking in the state and does not "take for granted" that the role and actions of every teacher and administrator is paramount to this continued success. Our primary concern is that students continue to make adequate learning gains. Professional Development is critical in our remaining current in understanding the best practices that will serve students in the 21st Century where they are *college and career ready*. It is essential that Stevenson prepare

now so that teachers as well as administrators are ready to deliver the new Common Core Standards. As we take on the charge to “unpack” the new standards, we are cross referencing these new standards to the old Next Generation Sunshine State Standards (NGSSS).

Stevenson will offer Academic Support to students who need additional help in the areas of reading and or math/science.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Stevenson Elementary School’s Improvement Plan seeks to identify and clarify the interconnectedness about the way in which we teach thereby making adults responsible for developing strategies that will lead to improved student mastery and academic success for all students by focusing on reading comprehension through the use of complex text and then having students justify, defend and reference their answers both verbally and in writing through detailed and extended responses.

Stevenson is charging all teachers to actively seek ways to engage students where collaboration among their peers is maximized; and **good formative feedback is provided**, teachers will gain information that adequately monitors the progress of each student thereby directing the instruction as it is needed rather than a holistic approach or “*one size fits all*” model as stated previously. Teachers are now being trained on how to best connect the Close Reading Method to having students write to respond so that they better gauge how students are comprehending information, concepts, and applying skills.

Our research has determined that when one has high expectations, they are often rooted in beliefs incorporating an array of specific actions and operational strategies and that are deliberately delivered on a continuous basis as a part of our teaching practice we will take the idea of “*what defines academic rigor*” to the next level through our actions as teachers.

Stevenson’s “stretch goal” is to have institutionalized (100%) of the Close Reading Model and “Write to Respond” by justifying, defending, and referencing in all grade levels. Teachers will learn, discuss, and practice the implementation of the model, guide students, and then have students create formal written responses about their thinking. These responses will be studied and discussed as a grade level team and as a house (vertical team). Teachers are being encouraged to invite administration and other teachers to observe and discuss how the Close Reading Model works by studying student’s response to it.

As part of the work from last year, teachers continue to work toward defining for every lesson taught the “essential question”. In doing so, teachers are meeting in groups with administration to study the idea of lesson design as “*backward design*” by figuring out what the expectation is for students at the end of lessons taught. From conversations like this, related topics such as “*front loading*” and the “*flipped classroom*” is generating even greater discussion among staff members.

The greatest concentration connected to all that Stevenson is exploring is that teachers are discussing quality writing and what that means at every grade level and determining what they feel students should know at the

end of a school year as they transition to the next grade level. This work is being done through the work of the Writing Cadre.

In all that Stevenson is doing, there is common thread that exist thereby linking theory and practice, discussion and pedagogy, beliefs and collegial support, and trust so that our students benefit from the best that we are hence making us an academically rich and rigorous school environment for learning.

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

Stevenson's school based objective is to see increases and reading comprehension on the 2013 FCAT by having teachers model and conduct "close reading exercises with students and by having students write extended responses using good grammar, conventions, graphic organizers and vocabulary all of which aligns with the new Common Core Standards. Teachers are asked to use a variety of complex text sources that students will be required to reference in justifying their thinking and written responses.

Strategies: *(Small number of action oriented staff performance objectives)*

<i>Barrier</i>	<i>Action Steps</i>	<i>Person Responsible</i>	<i>Timetable</i>	<i>Budget</i>	<i>In-Process Measure</i>
1. Time to train <i>(Protect the time to meet as witnessed on school calendar)</i>	1. Development of "houses" as a way to hold professional discussion groups that vertically aligns curriculum better by surveying the kind of text we teach from and training teachers to understand text complexity	Administration will create a year-long schedule for teams to meet nearly every week all school year	Implemented during pre-planning week With specified times on a weekly basis through May as seen on the school calendar	none	Weekly agendas and minutes House rosters and grade level alignment meetings, RTI Restructuring of the physical building Survey and track the use of informational text used by teachers School Calendar

2. Time to train teachers to understand, demonstrate and model good work as well as their thought process as a tool for students to use	2. Hold discussion groups about how important interactive classrooms are as well as using the model to invite students to work better by displaying quality work by following the model of exemplary work	Teachers model Students follow	Monthly classroom checks that shows the teachers work to promote the display of exemplar student work Walkthroughs, Observations, house meetings, grade level teams, cadres	none	Hold meetings to discuss, model, demonstrate and review/debrief how it is going and why classrooms display anchor charts, posted success criteria, student exemplars of quality work as anchors for us to emulate across the subject areas
3. The need to understand (unpack) the New Common Core State Standards and the rationale behind them As it relates to text complexity and varied subjects	3. Train teachers during "house" meetings about the summer training that the Launch Team attended in Orlando and to foster a high performing culture of excellence	Administration, core teachers	weekly	none	See agenda items View Teachers Notebooks that each received from administration highlighting what Common Core means and the personal notes taken our discussions
4. Students do not understand the complexity about what they read	4. Have teachers explain/model to students how to write about text that they read	Teachers model and guide and then students model and explain their work	Daily	none	Lesson plans, journals, writing samples, summaries, home learning assignments all help to redirect or drive new instruction
5. Students do not understand how to write summaries	5. Have teachers explain/model to students how to summarize what they read	Teachers model and guide and then students model and explain their work and thinking	Daily	none	Lesson plans, journals, writing samples, summaries, home learning assignments help to monitor students comprehension

6. Students do not take adequate and clear notes to learn from or understand how to best organize information	6. Have teachers explain/model to students how to take two column notes, to outline content	Teachers model and guide and students model	Daily	none	Lesson plans, journals, writing samples, summaries, home learning assignments through the use of graphic organizers and mind maps help student to be better organized
7. Students do not understand how to write explicit questions	7. Have teachers explain/model how students learn from how writing targeted questions related to specific content	Teachers model and guide and then students model how to frame a question which allows students to reflect what they know (or not)	Daily or as it <i>"fits"</i> appropriately within the lesson design	none	Lesson plans, journals, writing samples, summaries, home learning assignments, tests sample questions
8. Students do not know how to completely answer questions that require thorough extended written and verbal responses	8. Have teachers explain/model how students may extend their responses using grammatically correct language while remaining focused on the content	Teachers model and guide and students <i>"mimic"</i> the teacher's model and thinking, writing and verbal response based on prompting until such time that the students independently replicate the process	Daily	none	Lesson plans, journals, writing samples, summaries, home learning assignments, tests

<p>9. Students are not asked to write <i>enough</i></p>	<p>9. Have teachers explain/model and expect students to write <i>more</i> frequently in all content areas. A visible increase of 25% more writing will be evidenced by developing student writing folders for all content areas</p>	<p>Teachers will increase the opportunities for students to write as it relates to all subject areas</p>	<p>Throughout the school year and ending in May, 2013</p>	<p>None</p>	<p>Lesson plans, journals, writing samples, summaries, home learning assignments</p> <p>Individual Student Writing folders Evidence of Changes seen in May 2013</p> <p>Student Recorded Data Journals Evidence of Changes seen in May 2013</p>
<p>10. Address parent responses to increased standards and expectations for students success</p>	<p>10. Newsletter publications, parent training nights, student led-parent conference nights, teacher conferences</p>	<p>Administration and teachers</p>	<p>Posted on Master Calendar</p>	<p>Compensatory time for teachers</p>	<p>Newsletter articles, newsletter pictures, invitations to parents, conference nights with students and teachers, training nights that helps to prepare parents about changes in curriculum standards</p>
<p>11. Better understanding of the use of rubrics and their usefulness in guiding students and teacher instruction And other Formative Assessment Instruments</p>	<p>11. Sharon Tolson will present the value and development of "rubrics" as formative pieces that help to guide instruction along with other devices</p>	<p>Planned by Administration for teachers</p>	<p>October 23rd, At Stevenson all day meeting with House Members and administration</p>	<p>none</p>	<p>Posted on calendar and examples of rubrics shared by teachers for other teachers, incorporated in lesson plans</p> <p>To expand teacher effectiveness by increasing the use of different formative tools or instruments</p>

<p>12. Additional support needed for some students</p>	<p>12. Implement a Mentor program so that students understand that “the big people” really care about what they do and how well they perform – to build self esteem</p> <p>conduct survey questions where students must reflect on their learning and how the instruction provided has helped them or where refinement is needed still</p>	<p>Administration and guidance counselor, Parents/community members</p>	<p>Posted on Master Calendar</p>	<p>none</p>	<p>Identify students of need and schedule time for students and adults to interact with each other so that students feel better and become more motivated about their work</p> <p>Student surveys In the form of summaries, Multiple choice quick checks, mind maps, graphic organizers</p>
<p>13. Scores indicate a need to focus on computation skills and carelessness. How can we address this to prevent careless errors and or misconceptions?</p>	<p>13. Have teachers focus on checking for errors, proper sequencing in solving problems and misconceptions when solving mathematical problems</p> <p>Write to explain the steps I take</p>	<p>Teachers</p>	<p>Lesson Plans</p>	<p>none</p>	<p>Reflected in lesson plans and comparing results from test scores to see if increases are being made regarding computation skills</p> <p>Write to explain my thinking about my answer</p>
<p>14. Special Area Teachers often feel “left out” of the academic portion of school life as well as feeling accountable for student success</p>	<p>14. Support/ help students who have been identified so that they remain positive and motivated to learn</p>	<p>Administration and special area teachers (PE, Art, Music, Media, Guidance)</p>	<p>Record minutes of meeting or journal discussions with students to be shared with general education teachers and or administration</p>	<p>none</p>	<p>Minutes or journals and or discussion notes</p>

15. Students feeling less adequate because they did not receive adequate or timely input by an adult	15. Conduct student and parents surveys to find out how things are working for our students and what more we can do to help	Administration and teachers	Quarterly and weekly depending on the instrument used	None	Exit slips, summaries, phone log, conference log, surveys
16. Lack of primary and secondary source data incorporated into lessons and student work results in misuse of information	16. Teach the difference between primary and secondary sources when having students conduct research and to better understand the difference between the two.	Media Specialist, teachers	First and Second Quarter	None	Lesson plan documentation, Students creating bibliographies identifying their sources, comparing and recognizing good data sources to others and why
17. Misconceptions from parents regarding expectations and defining academic rigor	17. Ask parents to provide input about what we may do to better serve students	Administration	First and Second Quarter	None	Phone log and summary of information provided to be reported to teachers and or other departments in the school
18. Understand why hands-on science and using evidence to support the findings through charting results is important in understanding concepts and how text complexity and reading comprehension work together	18. Invite parents and students in fifth grade to an interactive "live video conference night to share ideas about the scientific process with the West Melbourne School of Science	Teachers, students, Administration, and Parents	Second Quarter in late October and early November	None	Newsletter, Video Conference Equipment, photographs, presentation material, video pictures, invitations and lesson plans

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

In the past decade, a growing body of research has shown the increased importance of a postsecondary education. While Stevenson is an elementary school, it is important for teachers and administrators to know the facts about the latest studies on education. A 2004 study by labor economists, *Frank Levy* and *Richard Murnane* found that technology is transforming the workplace by reducing the need for routine skills and placing a premium on problem solving and communication skills. *Carnavale, Smith and Strohl (2010)* quantified this workplace shift by projecting that 62% of the U.S. jobs in 2018 compared to 28% in 1973 will require an education beyond high school. There is an overwhelming shortage of college educated workers having advanced degrees in comparison to the rate of increase being much faster in other countries. As a result, in 2011, the United States ranked 15th among the 20 major industrialized countries in the number of adults ages 25-34 with a bachelor's degree. Researchers have concluded that there is a mismatch between student preparation and the needs of college and career. A growing number of educators believe that the answer might be inadequate curriculum standards. It has also been determined that from state-to-state, that the standards differ, and that for some, they are set too low. For example, from state-to-state, it was determined that the content standards in mathematics had little in common (National Research Council of Mathematics, 2008). This too was validated in by *(NAEP)* the National Assessment of Educational Progress in reading in 2005. It is these discrepancies that have raised concerns that some standards set expectations are below what students need to succeed in college and careers. *ASCD, April 2012* The Administration at Stevenson is helping our parents, faculty and greater community to understand the reasoning behind the new state standards by explaining how education is where it is today by taking the time to explain this as we move toward greater improvement.

Hence, the launching of the Common Core State Standards (*CCSS*) would anchor the standards for college and career readiness in English Language Arts and Mathematics. In reading, the emphasis is on the ability to comprehend complex texts. This emphasis stems from research that shows that students who can comprehend complex texts are more likely to be successful after high school (*ACT – 2006*). Studies have shown that students currently lack this ability. In writing, the Common Core State Standards reflect college and career readiness by reducing the traditional emphasis on narrative writing and placing greater emphasis on information and explanatory writing. The use of good grammar will be emphasized greatly.

In mathematics, the new standards are intended to represent the level of readiness for college and career by focusing heavily on what is taught in 6-8 grades. This includes applying reasoning in problem solving, computing fluently with fractions and decimals, solving problems involving angle measurement, surface area and volume. The standards also address levels of mathematics that includes calculus, discrete mathematics, or advanced statistics. Therefore it is critical that students receive excellent foundations in mathematics at the earliest grades – right at the onset of entering kindergarten.

Teachers must be prepared to teach the new standards. The standards call for major changes in the classroom practice in order to enable students to meet higher expectations such as greater text complexity in reading and challenging mathematics expectations. In the United States, there has been a deeply rooted belief that all students deserve a “basic

education”, however, the CCSS defines *basic education* in a new way: readiness for college and careers. ***Stevenson is fundamentally committed to preparing students for students living in a “new economy”*** from those living in what the “old economy” required, as indicated in a study conducted by *Carnavale* in 1992 and again in 1995. In 2002, in the State of Florida found that today’s foundational skills in school needed to emphasize academic knowledge, communication, technology, problem solving, flexibility, initiative, and adaptability. These still hold true today. *Stevenson is committed* to teaching students to develop their reasoning skills and problem solving capabilities in all subject areas. In addition to the developing greater teacher capacity, in that teachers will better align their practice to the skills necessary to prepare students for the world of work in the 21st Century, Stevenson is committed to have students explore career options that link school work to the world of work. For example, if students can understand the importance about what they do in school today, will it impact what they will do for work tomorrow? By having students explore opportunities associated with various occupational and professional pathways, students may begin to make sense of the importance of their own education. It is Stevenson’s belief that all students can be challenged with rigorous academic content and then builds on skills and nurture interests necessary to achieve more personalized goals (Student-Led Parent Conference Night).

Stevenson will explore key cognitive strategies; key learning skills, and techniques such as goal setting, and progress monitoring, test taking, and note taking methodologies (Quantitative Measures), persistence with challenging tasks (Qualitative Measures), the transitioning of knowledge and skills to authentic complex problems requiring reasoning and solutions on an interdisciplinary level. Students will be required to have to think about what they know and why they know by having to write extended responses and summaries at the close of lessons. Such extended writing opportunities in the way of summaries, essays, extended responses will allow students to demonstrate their cognitive knowledge of content, projects, experiments, investigations, and research about content. These assessments will yield information on student thinking and problem-solving skills. Grading is better calibrated to “college readiness” than simply a *multiple choice test or fill in the blank type questions* on a test. Readiness in keeping with “Stevenson’s philosophy will mean that an “A” grade really means a student understands on a “*meta-cognitive level*” how they think and why they do. Key skills such as time management, goal setting through the use of target goals and with the development of “*Essential Questions*” will frame for students what will be explicitly taught, learned, and practiced. Stevenson will also study to understand that students are in their development of how they understand their own identity, how skilled they are at planning, all of which shapes how they behave and whether they will be successful. “Identity, motivation, self-regulation, and relationships are central to the developmental process that influences school success.” states *Suzanne Boffard* and *Mandy Savitz-Romer*. Because sometimes, these clues go unnoticed, Stevenson’s goal is to better understand the motives behind a student’s actions that may lead to either their success or potential failure before it becomes factual. Because self-regulation is essential to a student’s success, it is believed that this should occur in the early stages of one’s education and be presented in all stages of development. The practice that Stevenson is subscribing to is the idea that students be required to demonstrate mastery by being provided choices that demonstrates such mastery. Developing rubrics for specific reasons will be studied and then implemented in order to inform instruction and determine mastery. Stevenson will educate itself to be more mindful of its practices, classroom policies and procedures that undermine the development of a student’s self-efficacy. While grading will be aligned to give students information about what has been mastered, there will be greater emphasis placed on what has been actually learned and what needs to be learned still. Together, students along with their teacher, develops self-oriented feedback as opposed to a student’s belief in their innate ability to learn leads to mastery. By providing appropriate praise where actions are clearly stated in adjunct with “you did a great job” helps the student to identify what really paid off to yield the positive results they did.

Writing itself is a higher order area of the curriculum in terms of thinking, explains *Anderson*. If students do better in writing, they’ll do better across the board in other subject areas. Writing is a skill that is applicable throughout the curriculum. How can the Web 2.0 and social media play a part in students improving their writing skills, presentation skills, while using the “cloud – based experience” collaborative writing tools such as Google Docs all of which will help to prepare them for the work of the 21st Century? (By *Arlene Anderson, Saugus Union School District*) By posting content online, Klein explains, writing becomes much more important and relevant to the students. Writing activities suddenly take on a new life. You couldn’t incorporate the social aspect of writing at this scale without technology. Instead of writing a report on for example, Martin Luther King Jr. which might be tacked to a bulletin board in the classroom, students now have to post that report as a blog and incorporate photos, video and citations. Or perhaps, they may record themselves reading the report aloud as a podcast or photo-story trailer. There is no sacrificing of the standards or

content focus but rather to enhance the students' capability to deliver their knowledge on the standards through the mix of writing and technology. To imagine students presenting mini lessons with the teacher facilitating the classroom time allows students to control their learning for themselves and others. The teacher fills in missing pieces and keeps the pace and flow of the classroom environment fluid. Students are the ones who are actively engaged. However, each time a presentation is given and where writing is expected, good writing is essential at all times. Therefore, editing and revising is essential. *By The Journal – Article – 21st Century Writing Across the Curriculum – March 2012*

In the area of English Language Arts (ELA), the Common Core Standards place applications – identifying main idea, writing clearly, understanding text and sentence structure, knowing vocabulary and mechanics at the heart of developing analytical and written communications skills taught across all disciplines. To identify primary ideas, to contextualize what is read, and producing the appropriate written response will become increasingly important. A close reading of the common core language arts standards reveals increased emphasis in each advancing grade on reading for the purpose of being able to “do” and writing for the purpose of explaining to others. Most leading experts believe that students lack reading proficiency because they do not understand the vocabulary and the sentence structure is too complicated. *David Liben and Jay McTighe* state that students need to work with complex text by knowing first how to do a “close” read. This is skill teachers can do to explain, model and support critical reading skills. For example, teach students to notice headings, bullets, bold type, sidebars, and chapter organization. Story maps and character analysis charts help to create compare and contrast ideas – concrete or abstract. The idea is to promote that good readers ask questions. Stevenson teachers model this every day in order to check for understanding and to show students how they should respond to text. *McTighe* urges teacher to have students summarize text to aid in comprehension and check for understanding. It is equally important that teachers explore with students implied meaning, source and connections, as well as other perspectives and multiple viewpoints. Students should be able to apply graphic organizers. The over arching goal is to have students independently make meaning of text. By doing so, students personalize the meaning of the text thereby reflecting on the impact on him or her (called “*text-to-self*”) **Adding rigor** is all about student engagement as it relates to their understanding, application, analysis and recreation of the concepts (**Blooms Digital Taxonomy**). For our students, “part of the transfer process is to help students understand when they should be guided directly by what is in the text, and when it’s appropriate to bring in personal meaning and making other connections.” (*Wiggins, 2010*)

Robyn Jackson, Education Consultant, refers to academic rigor as “when a student is required to think about something new that they have not mastered yet. When students are required to have to process information, they believe in themselves enough to handle the complexity of the problem, and then can recreate it in a new and different way, this is *mastery and rigor*.”

Stevenson has adapted the following over arching action steps that will foster better relationship and more engaging Learning Environments in our classrooms: Teachers will-

Build Trust:

- Provide students with a safe space to express their opinions and concerns.
- Show sympathy and care towards students’ dilemmas and struggles.

Mentor and Advocate:

- Provide moral and emotional support for students
- Hold students to a higher standard of academic excellence and help to raise their aspirations that they can do it.
- Model behaviors to students so that they will be able to exhibit good behaviors of participation and productivity in school, community, or groups.
- Develop relationships with important and influential school leaders to advocate for students.

Share Knowledge and Skills:

- Advise and guide students in making concrete plans to learn.
- Show students how to use academic resources wisely
- Help students to learn how to become independent self-advocates who know how to seek help when they need it
- Coach students on how to appropriately use social networks and media when communicating with others

- Promote and guide effective problem solving and decision making

Build awareness of the **Six Pillars of Success** by *Allen Mendler, 2012*

Six strategies have been established to increase our influence on students and their academic progress. They are:

- Relationships
- Relevance
- Responsibility
- Success
- Safety
- Fun

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

As a 21st Century school for 21st Century learners, we have and continue to look at how different the learning environment needs to look because we realize that learning looks different for today’s student. The key skills we are developing are critical thinking skills, collaboration, and communication skills as well as trying to promote the idea of creativity and originality – fostering curiosity through engineering, team work and technology. In the 21st Century, knowledge is changing while there are some things that do not: two things that have remained constant are to be a good reader and a good communicator. It is Stevenson’s belief that every job in the future will be a STEM (Science, Technology, Engineering and Mathematics) related job. Therefore, STEM education has to start as early as with our 5 year old kindergarten students. As a professional staff, we are trying to nurture problem solvers. Problem based learning is an area that we are focusing on this school year where students are asked to work closely together to learn how to solve a problem together and how to remain on task by understanding different strategies to remain focused. By presenting students with a problem in “story form”, students are then asked to engineer a way to solve the problem with viable solutions where students are forced to explore technology as much as they are to use pens and pencils. Divided into “houses (*tribes*)” students? How could they make it better? It is being realized that our students naturally come to reflect and then go into “rebuild mode” if they are allowed. This very practice needs to be transferred into all areas of the curriculum. By having teachers develop complex problems, students are able to explore subject matter in very real and authentic ways. (Stephen Murphy, *Creating the STEM Pipeline*, SEEN Magazing Fall 2012)

The impetus behind having developed the idea of houses is two-fold. Students will have a greater sense of belonging to the school community as will the staff however, more for the staff, distributed leadership will emerge through the distribution of responsibility, direction and guidance about instruction so as to increase student learning. Stevenson has worked hard to develop a coherence of purpose so that methods that support the vision and mission are well functioning (Richard Elmore, 2000). The school leadership team (SLT) will focus on student achievement and readiness, goal setting, and action research, common assessments and a feedback loop (Reflection). For the purpose of Stevenson, the complexities of continuous improvement require the development of new skills, new infrastructure, new relationships, new information, and new processes. As a school, we will work to develop SMART Goals that focus our attention on the “barriers” the school faces as it relates to students who are underachieving. In order for Stevenson faculty to build “capacity for student

achievement, it must develop “a means for testing its hypothesis, develop plans for implementation, and target students improvement, and finally review it to determine if it worked.” (Donaldson Geiser, Focus the Work – Nine Lessons of Successful School Leadership Teams, 2003). The idea behind the development of our “houses” is that the school’s identity is being redefined by creating internal dialogue among staff members by each of us “taking stock” that we are:

- All learners
- Each of us is a significant member of the team
- Each of us contributes to the achievement of our goal

The question that Stevenson is asking as a Professional Learning Community is “How should we best guide students when wrestling with text complexity? To explore the decoding that is necessary when dealing with difficult text is the school-wide charge this school year. Teachers will explore best teacher practices and how students respond by having them pull out key phrases and ask students to clearly define each word – even words they think they already know. For example, what is “justice” in the document? By examining excerpts from longer works and essays, characterization, themes, extended multi-faceted arguments, complex fiction and non-fiction text that inform students about a specific time and or a world point of view, or that of the author’s specific purpose and intent will help students to develop the type of questions that “good readers” use to comprehend complex information. Stevenson has been working for the last two years to introduce formative assessment as an everyday way to incorporate feedback so that students understand what they are doing better while in the learning cycle. Clearly having identified the need to provide good feedback, it is Stevenson’s mission to apply good practices that guide and redirect instruction for many students when not all feedback is necessary for each student at the same time. The key to formative feedback is to ask students to apply a concept or skill taught by the teacher first modeling it and reasoning through their thinking, and then to ask the student to take part by their simulating the same practice. An example is to ask students to take apart a sentence from part of the text that the teacher has not yet discussed and apply what they would do to comprehend the meaning of it. “What are the significant words or ideas in the new sentence?” “What do they convey?” Connected to this is that while the teacher has been made fully aware of the importance of understanding the taxonomy of learning and the complexity leading to “creativity”, now it is up to the student to make the same connection. Student friendly posters (*Bloom’s Posters*) have been developed for every classroom so that students may refer to them to gauge their level of understanding or determine the level of complexity in the learning cycle.

Because Stevenson believes that reading is writing and writing is reading, the application of Syntax and Grammar in Context to a student’s response is imperative that students understand the relationship between the reading complex text, comprehension, and the ability to write answers requiring complex written responses that explain, justify and defend their thinking/reasoning. Richard Marius, director of Harvard’s Expository Writing Program, notes that if we take all the time and energy necessary to learn the extensive and detailed rules associated with syntax and go about to teach them slowly and methodically in context to what is read, students thinking and presentation skills develop. An example is to have students rearrange complex sentences by taking the parts and rewriting them in different ways. If a student does not have good command of phrases and clauses and natural breaks in sentences, then the outcomes of the newly arranged sentences can change the meaning of the text considerably. Students also need to understand that subordinate sentences emphasize a different idea than the original. At Stevenson, we “*invite students to notice (how write)*” like professional writers do in order to model excellent writing. (Anderson, 2011) Stevenson’s goal is to have students understand that different constructions change the meaning of words when arranged differently. Teachers will be conducting their own research to help students to best understand how to best write a persuasive essay by forming arguments. Student first need to make connections back to the actual text that they read both non-fiction and fiction literature. By visualizing texts suggests a particular way to interpret and view the world. This is the job of Stevenson teachers

to model for students how they take complex reading text and then go about to express verbally as well as in written form if they are in agreement or not. Students need the opportunity to figure out how to replicate what the teacher does routinely and apply independently the strategies that will define them as a person of “reason”. Stevenson is using “home learning” as a means to both “front load” and “back load” information related to specific content. Whether it is synthesizing information, making arguments that justify and defend or to persuade another to believe what they want is all a part of the preparing students for the Common Core Standards. This year, teachers and administration will unpack the standards in preparing students for the future.

Stevenson’s plan last year was to address students who did not fully engage in the classroom activities and or content areas when asked questions to implement a “NO OPT OUT” philosophy or “can anyone add more to what was just stated?” While we are still adhering to the same strategies as specified last year where students are never left off the hook to have to fully and completely answer the question after the correct answer has been provided by either classmates or the teacher or through their own initiative after much prodding, it has been decided that we will continue to recognize that some students need additional strategies in order to guarantee that they are doing their personal best at all times. According to Ruth Herman Wells, the Director of Youth Changing Workshops, students who often are seen as “*procrastinators*” to their own learning need additional strategies so that they do not have students less engaged or falling under the “radar”. Research suggests that teachers take on two different approaches. The first is to leave the student alone because s/he is quiet and unassuming. The other is that the student should be provided the same accommodations as every student no matter what they can actually accomplish. However, Wells recommends that “*balance*” between both ideas is a compromise between the two approaches. To balance the work of the “*refuser*” is to offer the youngster the education that they deserve so that they may learn. However, to never make changes so that they can learn to cope throughout life leads the child to never feel any sense of accomplishment. Making adjustments helps the student because it is perceived as less burdensome to the child who cannot carry the full load on his/her shoulders. The best tactic Wells says is “on the days that the child is relatively functional, increase your academic demands. On the days the child is comparatively in pieces, decrease academic expectations.” Stevenson’s teachers’ goals are to teach students to work hard as they can on days that they are able so that they feel what it means to be successful. Dr. Max Thompson, Education Consultant, subscribes to teachers offering more choice. Expectations that clearly mark a student’s full understanding of concepts are important. How they go about to demonstrate mastery may be done in more than one single act through the choices they make.

Surveys from students will help to determine if their needs are being met and if mastery is occurring on a meta-cognitive level.

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: Baseline data 2010-11:		
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<p>Student subgroups by ethnicity NOT making satisfactory progress in reading :</p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>	<p>Enter numerical data for current level of performance</p> <p style="text-align: center;">85</p>	<p>Enter numerical data for expected level of performance</p> <p style="text-align: center;">93</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s): Strategy(s):</p>		
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s): To write complete extended responses to multiple text questions. Strategy(s):</p> <ol style="list-style-type: none"> 1. Model for students through close reading and extended responses how to provide correct and complete answers. 	<p style="text-align: center;">90</p>	<p style="text-align: center;">96</p>
<p>Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s): Strategy(s):</p>		

<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>		
<p>Student subgroups by ethnicity NOT making satisfactory progress in math:</p> <p style="text-align: right;">White:</p> <p style="text-align: right;">Black:</p> <p style="text-align: right;">Hispanic:</p> <p style="text-align: right;">Asian:</p> <p style="text-align: right;">American Indian:</p>	<p>Enter numerical data for current level of performance</p> <p style="text-align: center;">94</p>	<p>Enter numerical data for expected level of performance</p> <p style="text-align: center;">98</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading Barrier(s): Strategy(s):</p>		
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading Barrier(s):</p> <ol style="list-style-type: none"> 1. Lack of basic computation skills. <p>Strategy(s):</p> <ol style="list-style-type: none"> 1. Write steps to solve problems and implement Minute Math Facts reviews. 	<p style="text-align: center;">90</p>	<p style="text-align: center;">96</p>

<p>Economically Disadvantaged Students not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <ol style="list-style-type: none"> Lack of basic computation skills. <p>Strategy(s):</p> <ol style="list-style-type: none"> Write steps to solve problems and implement Minute Math Facts reviews. 	85	97
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APPENDIX A

(ALL SCHOOLS)

1. Reading Goal	2012 Current Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)</small>	2013 Expected Level of Performance <small>(Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)</small>

Anticipated Barrier(s):

1. The barrier that Stevenson has is to understand the Common Core Standards and how teachers teach to the depth of knowledge and mastery that leads our students to increased comprehension and mastery of content thereby reflecting that in the student’s achievement on standardized test scores.

By defining first what is academic rigor, which is helping students learn to think for themselves (*Robyn Jackson, ASCD, August 2012*) is to see that students know how to create their own meaning out of what they learn, that they organize information so that they create meaning out of what they, that they organize mental information so that mental models may become the forefront of thinking as an integrated process as they apply prior knowledge to new or novel situations. The anticipated difficulty is that traditional remediation for struggling students imposes interventions after students have failed. It is more productive if teachers anticipate areas of difficulty before students approach new material. Part of anticipating areas of difficulty for students before students approach new material includes the teacher considering the classroom population, identifying students with either learning difficulties, ESOL, or low previously performed task analysis. Teachers should be aware of which concepts and ideas have been difficult for classes in the past, where student’s misconceptions or confusions have been particularly strong. Working with other professionals is paramount to teachers working closely together to understand best practices and strategies to overcome student misconceptions for all students. Teachers need to understand that struggling students often need help organizing information in a coherent fashion. Through the use of graphic organizers, providing teachers are not using them as a worksheet, but rather a means to show students how the facts are connected and by making connections mental models will form thereby organizing complex information. This is rigorous learning. To have teachers realize that if they get this part right for their students, they will then be able to go farther and “make content understanding harder” in an academically more rigorous way. *Jackson* says that graphic organizers are only as good as once it is you your mind – not on paper! Teachers at Stevenson will be asked to demonstrate their best practices by advancing their lessons through a student’s use of vocabulary, skill acquisition and expression about them, showing the relationships to connected information and clarifying expectations in their own words. For teachers it will be about the collection of data from formative feedback from what students actually know and demonstrate that will drive targeted instruction, goal setting and the lesson’s essential question.

Dr. Max Thompson states that 65% to 85% classroom assessments on benchmark assessments involved asking higher order questions. Teachers are being asked to track percentages of these benchmarks on a quarterly basis in order to better direct instruction for struggling students. The new Common Core Standards are leaning heavily in that 75% of all test items being asked will reflect asking higher order questions where reasoning, justifying and providing evidence is all a part of the question. Stevenson teachers will demonstrate that they are providing students with a wide range of text structures and appropriate corrective feedback in order that students are prepared to perform well on the new types of tests.

Stevenson teachers will identify through their lesson designs the level of academic rigor: Level I Acquisition will include acquiring new skills (Blooms lowest form of learning – rote memorization and basic understanding. At Level II Acquisition, Cause/ Effect, Compare Contrast, Classify, Construct Support, Analyze Perspectives, Justification, Induction, Deduction, Error Analysis, Evaluation, Abstraction, Example to Idea, Writing to a Prompt of Complexity in Thinking related to Content Specific Areas will be addressed in their lesson designs. At the Level III Acquisition, students will be at the pinnacle of the *Bloom’s Taxonomy* where authentic, meaningful use and mastery is evidenced by the student’s thinking. This will be seen through decision making, problem solving, investigation, invention, experimental inquiry. Teachers will study different lesson designs through the use of models that yield high impact learning.

At Stevenson, “*true rigor*” is created by developing an environment in which students are expected to learn at high levels, that each student is supported so s/he may learn at high levels by focusing on progress and through the use of “small steps” (chunking and scaffolding) as part of the process. By celebrating the positive will help to create an environment to support “rigor” (*Barbara Blackburn – “Rigor is not Just a Four Letter Word”*). In other words, “rigor” invites engagement while “hard” repels it! (*Cris Tovani – “What do They Really Do”, March 2012*).

In an article produced in spring 2012 by **FASA** (*Florida Association of School Administrators*), they stated that there are two types of cognition. The first is “normal cognition” where an individual has the ability to retrieve knowledge from memory. When students are asked to produce an answer on a test, it is a display of their cognitive ability. The second type of cognition is called “*meta-cognition*,” the ability to know whether or not you know why. At Stevenson, teachers are asking students to ask themselves how relevant is it to self-improve and to know how.

We want students to know the difference between the two types of intelligence.		
Strategy(s): Train teachers about literacy reading and writing standards and how to put to practice the best methodologies to build better reading comprehension.		
FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Lack of appropriate funds for after school remediation programs. (While Stevenson receives some district level support, more is needed.) Strategy(s): Implement a Mentor Plus Program to assist identified students of need both academically and emotionally. Implement a walk to intervention plan/schedule for each grade level as deemed appropriate.	Out of 283 22% (61 students)	Level 2: 12 .04%
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading Barrier(s): NA Strategy(s): 1.	NA	
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading Barrier(s): From grade to grade, the complexity of text and questions change thus making it difficult for students to receive or maintain level 4 and 5 on standardized tests. Strategy(s): Hold weekly vertical team meetings to address curriculum expectations (houses) and share best practices, results and experiences from a variety of grade level teachers.	211 Students 75%	
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading Barrier(s): NA Strategy(s): 1.	NONE	
Florida Alternate Assessment: Percentage of students making learning Gains in Reading Barrier(s): NA Strategy(s): 1.	NA	

<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading</p> <p>Barrier(s): An analysis of learning gains by grade level indicates that in 5th grade, students had the lowest learning gains of all grade levels tested equaling 65% making gains.</p> <p>Strategy(s): Improve the effectiveness of the RTI process an intervention strategies by carefully selecting instruction that incorporates meaningful differentiated strategies leading to greater more successful outcomes.</p> <p>Increase the student/teacher relationship through an attitude of support and expectation of success and by communicating more frequently with parents.</p> <p>Better managed student-led conferences</p> <p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): NA 1.</p>	<p>149 students 79%</p> <p>NA</p>	
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline data 2010-11:</p>		
<p>Student subgroups by ethnicity NOT making satisfactory progress in reading :</p> <p>White: 8/217= .04%</p> <p>Black: 2/13= 15%</p> <p>Hispanic: 1/33= .03%</p> <p>Asian: 1/10%= 10%</p> <p>American Indian: 0/0= 0%</p>	<p>Enter numerical data for current level of performance</p>	<p>Enter numerical data for expected level of performance</p>
<p>English Language Learners (ELL) not making satisfactory progress in Reading</p> <p>Barrier(s):</p> <p>Strategy(s): 1.</p>	<p>0/4= 0%</p>	
<p>Students with Disabilities (SWD) not making satisfactory progress in Reading</p> <p>Barrier(s): Students do not all have the home support and relationships that allow them to feel they are able to do what is expected and that someone cares enough to check up on them.</p> <p>Strategy(s): 1. Offer students the opportunity to work with adults who care and champion their emotional and academic challenges by participating in the Stevenson Mentor Plus Program.</p>	<p>1/10= 10%</p>	

<p>Economically Disadvantaged Students not making satisfactory progress in Reading Barrier(s): Lack of appropriate funds.</p> <p>Strategy(s): Institute more higher order like questions where by design, products are developed to show students problem solving ability</p> <p>Implement Tier 1 and Tier 2 response to intervention strategies with fidelity.</p>	$2/35 = .06\%$	
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Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
How to use the science lab experience so that students have better problem experience to how to form conclusions in writing and based on research	September 7 September 13 October 25 January 24 April 30	Three teachers have visited West Melbourne School of Science over a series of days Teachers/students will learn from each other using video conference equipment to discuss action lab experiences and concepts.
Quality Rubric Development used to inform students while they are learning prior to the assessment	TBA with Sharon Tolson	To implement with fidelity a variety of rubrics to help inform students how they are progressing as well as to inform the teacher about how to drive instruction
Train teachers about the CLOSE READING MODEL and Write to Respond	September 11, 2012	To follow – up with teacher about the use of the methodology and have teachers invite administration and other teachers to see how teachers are incorporating it as best practice

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in Listening/ Speaking: 100			

2012 Current Percent of Students Proficient in Reading: 100			
2012 Current Percent of Students Proficient in Writing: 0	NA	None in Grade 4	

1. Mathematics Goal(s):	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
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Anticipated Barrier(s):

1. In a recent *Harvard Education Letter* (Volume 28, Number 4, July/August 2012), Robert Rothman “*The Way Common Core Standards Will Change the Classroom*” encourages teachers to take a closer look at the New Common Core State Standards and compare those features and concepts with existing standards. The new standards represent a substantial departure from current practice in a number of respects. This year, Stevenson’s Administration and teachers will investigate closely four areas of the Common Core Mathematic Standards. The Common Core Standards are *intended focus* on fewer topics and address them in greater depth. In elementary school mathematics, where the standards have concentrated heavily in the past on arithmetic and less on geometry, the idea now is to focus heavily on number sense and reasoning so that students have a real understanding of them and are able to move to more advanced topics. *Coherence* – Common Core Standards are designed to build on students’ understanding by introducing new topics from grade to grade. Students will be expected to learn content and skills and move to more advance topics. The Standards simultaneously build coherence within grades – that is to suggest relationships between one standard to the next. *Skills, Understanding and Application* will be emphasized so that students know the exact procedures fluently, have the ability to develop a deep conceptual understanding and be able to apply their knowledge to solve problems. An *Emphasis on Practice* will address student’s ability to use eight Standards for Mathematics Practice. By making sense of problems and moving to solve them, reasoning more abstractly, and quantitatively, using appropriate tools strategically, and constructing viable arguments and critiquing the reason of others will be essential for students to experience as the Common Core Standards are fully implemented. Teachers at Stevenson will explore new ways to present problems so that students have more time to work on them rather than to expect them to come up with solutions instantaneously. They may provide students with a variety of tools – rulers, calculators for example – and ask them to choose the one that best “fits” the problem rather than requiring them to choose in advance. As in reading, students will be expected to write more as a part of understanding mathematics. There will be greater focus on evidence that supports the thinking/solution to problems. Students will be tested at different levels of complexity. Teachers will be asked to evaluate student’s level of thinking complexity. Students will be encouraged to speak and listen more effectively as discussion groups are formed by design and reflected in teacher planning and lesson design. The Common Core Standards requires that students engage in “small group and whole group discussions and evaluate them on how well they understand the speaker’s point of view.” Teachers of mathematics will be required to make connections to subjects like Social Studies and Science bring to students – expository text/information text where by students are able to glean information, and make judgments about its credibility.

Strategy(s):

1. Train teachers about the literacy in reading and writing standards and how to put to practice the best methodologies that will improve mathematical problem solving.

2 Train teachers through formative assessments, using backward design and planning so that students have more opportunity to check their work in order to improve computation skills.

<p>FCAT 2.0 Students scoring at Achievement Level 3 Barrier(s): Scores indicate a weakness in computation skills and a lack of consistency in the implementation of how instruction is differentiated and with fidelity.</p> <p>Strategy(s): Have students write in journals by responding to text by answering open-ended questions what is the problem asking to solve? In sequential order, what steps do I take to solve the problem? Each step should be written using complete thoughts and good grammar.</p>	95%	
<p>Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics Barrier(s): We have no applicable students for this section. Strategy(s): 1.</p>	NA	
<p>FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics Barrier(s):</p> <p>Strategy(s): 1.</p>	193 out of 286 students 68%	
<p>Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics Barrier(s): We have no applicable students for this section. Strategy(s): 1.</p>	NA	
<p>Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics Barrier(s):</p> <p>Strategy(s): 1.</p>	NA	
<p>FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics Barrier(s): We have no applicable students for this section.</p> <p>Strategy(s): 1.</p>	84%	
<p>Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics Barrier(s): We have no applicable students for this section.</p> <p>Strategy(s): 1.</p>	NA	
<p>Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:</p> <p>Baseline Data 2010-11:</p>		

Student subgroups by ethnicity :	White: 13/217=06%	
	Black: 2/13= 15%	
	Hispanic: 0/33= 0%	
	Asian: 1/10= 10%	
	American Indian: 0/0= 0%	
English Language Learners (ELL) not making satisfactory progress in Mathematics	0/0	
Students with Disabilities (SWD) not making satisfactory progress in Mathematics	1/16= .6%	
Economically Disadvantaged Students not making satisfactory progress in Mathematics	5 = 6%	

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/Schedule	Strategy(s) for follow-up/monitoring
Research best practices that informs the teacher and guides the student how to appropriately address a math problem so that it is correct	December 4	Indicated in lesson plans and view evidence that students are using the strategies through classroom observations and on tests

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
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Barrier(s):

The financial and social costs of poor literacy have been well documented (Greene, 2000). The consequences of poor reading and writing skills not only threaten the well-being of individual Americans, but the country as a whole. Globalization and technological advances have changed the nature of the work place. Reading and writing are now essential skills in most “white and blue color jobs”. Ensuring that adolescents become skilled readers and writers are not merely an option for America, it is an absolute necessity. As for Stevenson Elementary School staff, students and parents where there is an expectation that students will eventually graduate high school to attend college, it is more than paramount that students understand what they are reading and are able to respond their thoughts with clarity in writing. The latest research regarding students entering college is that many students have very poor literacy skills (including reading comprehension and good written and oral skills. It is therefore necessary that Stevenson, who has a high level of students intending to apply to college are “college ready”. The challenge that we face is that in order that we improve students reading, as well as their learning from text is writing. Writing has the theoretical potential for enhancing reading in three ways: First, reading and writing are functional activities that can combine setting goals and accomplishments, record, connect, analyze, personalize, manipulate key ideas from text. Second, reading and writing are connected, as they draw upon common knowledge and cognitive processes, and Thirdly, reading and writing are both communication activities, and writers should gain insight about reading by creating their own texts thereby leading to better comprehension. (Fitzgerald, Shanahan and Tierney 2000, and 2006).

The 2007 NAEP Report (along with research findings from Salah-Din, Persky and Miller, 2008) states that thirty-three percent of eighth-grade students and twenty-four percent of

twelfth grade students performed at or above proficiency level. This means that two thirds of 7th graders and three quarters of 12th graders scored at basic level or below. The report also stated that English learners as a second language, students with disabilities and African American, Indian and Hispanics are all having difficulty scoring proficiently in the literacy standards. Both reading and writing standards were significantly lower resulting in a greater need for interventions to help them become better readers and writers. Because Stevenson Elementary School is a feeder school to the middle school, it is only natural that our school takes the next steps to make sure that an effective adolescent literacy program is in place where grammar, spelling comprehension, making connections and identifying specific practices and processes are explicit and aligned to what students need.

Stevenson Elementary plans to focus on “meta-analysis” where techniques are explored and taught for integrating, summarizing, and interpreting empirical research involving quantitative measures (Lipsey and Wilson, 2001). Both teachers and administrators will investigate the effectiveness of writing about text, the effectiveness of the teaching of writing, and the effectiveness of having students write more. Two of the most robust reading instructional practices for improving students reading comprehension are Reciprocal Teaching and generating questions, have yield an effect of 0.32% and 0.36% to 0.88% or higher (Rosenshine, 1994).

Contemplating a piece of text involves actively creating meaning by building relationships among ideas in text, and between different text (Wittrock, 1990). Through writing about text after it is read, students should, over time, enhance comprehension because teachers have provided students with a tool for visibly and permanently recording, connecting, analyzing, personalizing and manipulating key ideas in text. When students are specifically asked to write more about

science and social studies, there is a study showing that 60% of all comparisons relate to both science and social studies in other content areas in some fashion. It is advised that teachers use reciprocal teaching as a methodology to teach vocabulary. To have students respond to text can yield an overall .077% gain in reading comprehension. **Summarizing** text as a writing practice using a set of rules or steps, developing written outlines and converting a summary to locate the main idea and in each paragraph summarize it, or create a graphic organizer of important information is the idea that summaries may be converted to learn from.

Note taking can yield a 0.47% increase in comprehension (Peverly, 2007). Concept mapping, two column notes and outlines should be modeled by the teacher leading students to develop their own independently over time. Answering questions with complete thoughts may yield upward of .27%. Students must be made to go back, review, reevaluate, and reconstruct meaning from what they read (Emig, 1977). Students must first be taught to identify the main idea. Included with this methodology is the teaching of sentence structure, patterns for constructing sentences or larger units of writing. Model essays must be presented to students that shows and demonstrates excellent writing (Invitation to Notice, Geoff Anderson, 2009). Students need to be taught to combine sentences and ideas together for conveying more complex thoughts. This improves reading fluency (Ehri, Moats, 2006). By doing so, reading vocabulary is obtained better than teaching it as an isolated or episodic event (Slavin, 2008). In all, Stevenson's plan is to encourage writing in all content areas by having students explore the connections between texts, ideas, through the student's active nature with text. The National Commission on Writing, 2003 has advised that schools make this a priority as a part of school reform and preparing students for future employment. It is also recommended that schools double

the amount of time spent in writing across all content areas as well as at home (home learning). “Instead of writing practices complement reading practices, it should be used in conjunction with each type of practice supporting and strengthening other core subject areas.

This year, Stevenson Elementary Schools overall STRETCH GOAL will be to conduct a meta-analysis of the impact on writing on reading by answering three basic questions (*This is our Reading/Writing Literacy Goal*):

1.Does writing about material read enhance students’ comprehension of text?

2.Does teaching writing strengthen students’ reading skills?

3.Does increasing how much students write improve how well they read?

Strategy(s): To maintain high standards through writing across the curriculum areas by providing an array of experience in “how to write”, “what and why to write for a purpose” and “defend/justify and form an opinion based on fact will be a focus of all grade level teams.

Study how graphic organizers/mind maps help to store information and retrieve it when necessary as a problem solving strategy.

Barrier:

Improving writing abilities of our students at all grade levels is paramount to their success because the social implications are far beyond any classroom. Helping students to write clearly, logically, and coherently about ideas, knowledge and viewpoints will expand their access to higher education, give them an edge for advancement in the workforce, and increase their participation as a citizen in a literate society. How will educators learn so they are prepared to help foster better student writers?

<p>Strategies: Writing Strategies includes teaching students to plan, revise, edit, and compose Summarization involves explicitly and systemically teaching students how to summarize</p> <p>Collaborative Writing uses instructional arrangements in which students work together to plan, draft, revise, edit their compositions and presentations</p> <p>Product Specific Goals assigns students reachable goals for writing they complete</p> <p>Word Processing through the use of computers helps to build students' proficiency using keyboarding skills</p> <p>Sentence Combining involves teaching students to construct more complex sentence structures</p> <p>PreWriting engages students in activities designed to help generate and organize ideas for their compositions</p> <p>Inquiry activities help engage students in analyzing concrete data to help develop ideas and content that support viewpoints or conduct rational arguments</p> <p>Process Writing develops how to extend the response to text and personalize it</p> <p>Study Models helps the student to emulate models of good writing</p> <p>Writing for Content Learning uses writing as a tool for learning content material</p>		
<p>FCAT: Students scoring at Achievement level 3.0 and higher in writing</p>	<p>99%</p>	
<p>Florida Alternate Assessment: Students scoring at 4 or higher in writing</p>	<p>NA</p>	

Science Goal(s) (Elementary and Middle) 1.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
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Barrier(s):

In science classes at all grade levels, Stevenson teachers will focus on three dimensions of the Next Generation Science Standards. The three dimensions are as follows: Scientific and Engineering Practices, Crosscutting Concepts and Disciplinary Core Ideas.

In each dimension students are asked to explore and investigate a set of skills from asking questions for science and defining problems for engineering, developing and using models, planning and carrying out activities out of investigations, analyzing and interpreting data, using mathematics and computational thinking, constructing explanations verbally and in written form as well as designing solutions, engaging in arguments from evidence, obtaining, evaluating, and communicating information to others. Additionally, students conceptually will understand the need for developing patterns, see the differences between cause and effect, scale and proportion, systems, energy and matter, flow, cycles and conservation, structure and function. Stevenson subscribes the research from the NSTA Framework for k-12 Science Education Standards.

Strategy(s):

Students will be asked to record in a journal a summary of the lab experience using excellent grammar and details to support their finding based on evidence.

Students will be asked to explore deeply their hypothesis and consider dependent and independent variables and the different outcomes associated with the results.

Students will be asked to show, chart, and graph data that supports the outcomes in a variety of ways that supports the evidence.

Science Expo Night and School to School Share Night/Parent Training Night will help to explain the explicit criteria for Science Fair

Video Conferencing will be tool that students use to share information about science learned content where students are asked to present using 21st Century skills and technology.

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FCAT 2.0 Students scoring at Achievement level 3 in Science:	93%	
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	NA	
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	33/64= 51%	
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading	NA	

Science Goal(s) continued	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
<p>Barrier(s): An area of difficulty noted from the last year's test scores are in the area of "Earth and Space Science". Students are lacking the connections when conducting hands-on lab experiences and forming conclusions from the evidence.</p> <p>Strategy(s): Schedule laboratory times with specific experience so that students use their time wisely, bringing forth the connections that will require deeper inquiry and through the evidence presented form better conclusion. Students will learn how to present information more succinctly in written form.</p> <p>Find training opportunities for teachers to have time to meet and discuss best practices, student results and plan.</p> <p>Develop lessons that are more students centered where problems must be proven, researched and solutions presented in more authentic ways.</p>		
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science	NA	
Florida Alternate Assessment: Students scoring at or above Level 7 in Science	NA	

Student subgroups by ethnicity (White, Black, Hispanic, Asian, American Indian) not making satisfactory progress in Algebra.		
White:	3/58 = .06%	
Black:	0 = 0%	
Hispanic:	1/8 = 13%	
Asian:	0 = 0%	
American Indian:	0 = 0%	
English Language Learners (ELL) not making satisfactory progress in Algebra	0%	
Students with Disabilities (SWD) not making satisfactory progress in Algebra	0%	
Economically Disadvantaged Students not making satisfactory progress in Algebra	0%	

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

"The RTI/MTSS Leadership Team consists of the classroom teachers, assistant principal, principal, parent, guidance counselor, the exceptional education teacher, gifted resource teacher, staffing specialist, school psychologist, social worker, speech teacher and occupational therapy teacher. Grade level lead teachers may also be utilized on an as needed basis. "

"Our RTI/MTSS team meets on Monday mornings to discuss any student in potential need or in need of intervention. Close monitoring of the student is done informally as well as formally. Teachers provide the most input because they are ultimately responsible for the majority of the student's instruction. They meet with the guidance counselor, the exceptional education teacher/gifted teacher to determine the best possible options to help assist that student. Parents are involved at the earliest stages to provide background input and information, to become a part of the RTI team for their child. The team seeks input from them each time that a child is considered for any response-to-intervention."

"Stevenson has one designated faculty member per grade level on the school leadership team. These are teachers who bring a wealth of experience to the work and challenges our school faces. They in turn, assist by presenting and determining what other teachers think, believe and want to see occur. They present it back to the leadership team for review. Many of the ideas are included in our strategies and goal setting used for the school year. The guidance counselor is also a big part of this team because of the work that she is responsible for as it relates to students with EP's, IEP's and other behavioral needs. District level support is utilized when necessary or for providing points of clarity about any given topic. "

"A3 Vision is one of the tools used to monitor and manage data. However, during preplanning week, teachers,

School Advisory Members, and non-certificated personnel were provided an array of information about our *By the Numbers* which helps us to understand where we are and what has changed with regard to student performance during the past year.

Later in the school year, each teacher meets with both the Assistant Principal and Principal for *Progression Plan Meetings* to review each student's performance. These occur four times during the school year. Every nine weeks, teachers submit report cards for the Principal and Assistant Principal to read. Monitoring is routinely done and list of names are generated on those students who may need more academic support. Communication is routinely done with parents. Teachers are asked to link the results of their student performance to their personal Professional Growth Plans. These plans are meant to focus the teachers attention on what may be needed in the way of training that will ultimately impact and advance student learning or to identify a problem closely linked to their own teaching practice. Through charting the data, creating a unified timeline by pacing curriculum remains as the heart of our grade level team meetings. Having data means understanding it as well as addressing the need to change what we have done in order to make continuous improvement for students. This discussion occurs almost daily" at Stevenson!

After having much discussion with a team of teachers and administration, a response to intervention plan is designed with progress monitoring in place to diagnose the behaviors exhibited by the student. Using the staffing specialist to review the RTI, comments are made for further input on the plan. Further intervention and new strategies are added when moving the students from a Tier 1 to 2 or to Tier 3. Parent participation is essential to this process as different plans are developed. As with parents wanting their student to succeed, we believe that their input is a vital piece to the RTI/MTSS process.

PARENT INVOLVEMENT: Stevenson has recorded well over 22,000 hours last year thereby averaging close to 48 hour per family per year of active participation in our school. While parents are very supportive of the school's work and mission, Stevenson will make every effort to inform/educate parents about the new Common Core State Standards and the increased literacy expectations imbedded in all content areas. Parents will be made aware of the importance of AMO (annual measurable objectives) that indicate a student's learning gains no matter their actual level of performance. Parents will also be introduced to the idea of "*meta-cognition*" a level of thinking that is being talked about with students so that they become more reflective about their own work and thinking.

(Please refer to the data presented in Apendix A about the Client Survey)

ATTENDANCE: (Include current and expected attendance rates, excessive absences and tardies)

From the yearly attendance report produced by the district, Stevenson's attendance rating was 96.73% for 2011-12 ranking the school 5th in the county.

SUSPENSION:

Stevenson had (2) in-school suspensions for a student last year and one out of school suspension.