

Brevard County Public Schools School Improvement Plan 2011-2012

Name of School

Stevenson, Robert Louis Elementary

Area

Central

Principal

Michael Corneau

Area Superintendent

Sandra Demmon

SAC Chairperson

Laene Keith

Superintendent Dr. Brian Binggeli

VISION

Stevenson Elementary School of the Arts' belief is that there is goodness in everyone. From this core belief comes a commitment in working cooperatively with others. Accepting individual differences, making decisions by consensus when possible, and striving to reach peaceful resolution to conflicts are all direct manifestations of this belief. All individuals strive to be inclusive in an attempt in seeking the truth. This foundation contributes to a positive school culture as well as recognizing an individual's unique qualities and inner wisdom. Its most crucial mission is to teach respect for oneself and for others. "At Stevenson, we offer students many ways to explore not only matters of mind but also the heart."

MISSION

Robert Louis Stevenson Elementary School of the Arts is a School of Choice that provides a quality education and fosters a dynamic and intellectually charged learning environment for students by combining specialized curriculum areas in the arts with core traditional teaching that takes place in a safe and nurturing learning environment.

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SECTION I

School Wide Improvement Model

Describe the evidence based School Improvement Model at your school. How is this model being implemented, and how has it helped with student achievement?

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 have been comprehended. Professional Learning Communities (PLC) 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 PLC has an area of focus. PLC's are divided into the reading, writing, math, and science cadre. The arts have a cadre of their own as well. Stevenson, this year has added another cadre called ICT (Information/Communication/Technology) that explores different ways to embed 21st Century Skills in the core content areas. Based on these cadres, professional development training is determined as well as parent training nights all of which helps us to remain highly focused on ways to improve student performance.

The annual client survey is reviewed to determine areas of perceived strength and areas in need of improvement. 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 both 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 in school.

During the past eleven 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, 99% of the students in grades three through six, achieved at or above grade level in reading, mathematics, writing and science. Proudly, Stevenson is ranked first in sixth grade mathematics this past school year.

Extended Learning Opportunities

Describe the programs that are provided before and after school, during the summer, and during the extended school year.

Academic Support Program

Reading/Mathematics

- How is your ASP program addressing students in priority groups?
 1. Level 1 on FCAT (3rd grade is first priority)
 2. Lowest 25% in Reading
 3. K-6 students demonstrating deficiencies in reading or mathematics
- When are services being provided for reading/mathematics ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Science

- How is your ASP addressing students who scored below 300 on Science FCAT or current 5th grade students in need of support?
- When are services being provided for science ASP?
- Who will be providing instruction?
- How will instruction be delivered?
- What materials will be used for ASP instruction?

Before and After School Care

Do students have opportunities to participate in learning activities (free or fee-based) before or after school?

Enrichment Opportunities

Do students have opportunities to participate in clubs?

Do students have opportunities to participate in SES or SOAR?

What other learning opportunities are available outside of the regular school curriculum?

(ASP) Academic Support Program has been developed to assist students in grades three through six in the areas of reading, mathematics, science and writing who have been identified Reading Intervention Plan & Literacy Leadership Team (LLT) with a skill deficiency on a formation or summative assessment. Teacher observations are also

considered as part of our intervention program. Targeted specifically are students that score either a level 1 or 2 on FCAT in any subject area, or are a retained student. Stevenson also works hard to disaggregate its data so that the lowest 25% of students are identified. It strongly believes that even students who are scoring at grade level with a 3 or above need to continue to make learning gains in all core content areas. Therefore, much emphasis is placed on students who are often determined "on grade level" because we want to be sure that they are in fact making adequate learning gains. It is for this very reason, that ASP is open to all students. Because teachers at Stevenson care greatly for their students success, many teachers participate in ASP by offering an array of enrichment-focused work studies after school as well as remedial workshops. Our ASP program begins after the first nine weeks of school have taken place. At the beginning of the second grading period, teachers have identified students for either enrichment or remedial work. Stevenson's ASP program is called "Advantage Club". School administrators work with every individual teacher to generate a list of student's names that would benefit from one training or the other. A letter is developed and distributed to parents who have the opportunity to sign up their child to an after school program. The district has afforded Stevenson the funding for Science After School and for Reading and Math for students need additional support. From October through the second week in December, students will meet once per week with a teacher in either of the three core content areas. From January through March, identified students will continue to meet with an assigned teacher once per week. Our Advantage Club will occur this year on a limited basis because there is no funding from the district at this time. Some teachers will see a need to hold Advantage Clubs which is very appreciated and highly valued by the administration.

As for students in grades first through second grade, because Stevenson administers the Metropolitan 8 Test (purchased by our parent organization), this data is used to determine how many students may benefit from an after school program where additional support would also be provided. Stevenson offers a variety of fee based classes that helps to off-set the cost of the Metropolitan 8 testing. Enrichment clubs also provide many opportunities of students to further explore concepts that are likely tested. The enrichment bank of offerings change based

on need and expressed interest.

Another opportunity that has helped students is our Award Winning Child Care Program. Our Gold Key program offers students participating in before and after school child care assistance to those students needing special instruction with homework and in reading and math.

Finally, Stevenson is fortunate to have parents that want to help students. They are called our Voluntary Academic Mentors. They are provided an orientation training on how to access pre-identified work sheets that often assist students with reading comprehension and mathematics -

problem solving strategies. Mentoring is made by appointment only with only pre-identified students that the teacher has deemed a worthy candidate for such an intervention.

Reading Intervention Plan & Literacy Leadership Team (LLT)

"All components of the K-12 Reading Plan and statutory requirements for reading intervention will be followed. These components and approved instructional and intervention materials can be found at

https://app1.fldoe.org/Reading_Plans/Narrative/%28S%28saa40o452rdyn3iznykhluv3%29%29/NarrativeList.aspx "

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SECTION II

Highly Qualified Instructional Coaches

List your school's highly qualified instructional coaches and briefly describe their certification (s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for High Standards, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, Lowest 25%), and AYP information along with the associated school year)

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Stevenson's Response to Intervention Team consists of Zaida Silva, Guidance Counselor, Rick Sheppard, Assistant Principal, Angela Ruiz, Staffing Specialist, Leslie Evans, School Psychologist, Charity Vincett, Exceptional Education Teacher, the general classroom teacher, grade level teachers, and Michael Corneau, Principal.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

When a classroom teacher has identified a student who is not meeting either academic or behavioral expectations that impact student performance, the teacher develops a set of interventions that carefully monitors whether or not those behaviors change based on the prescribed interventions. After data is collected over a period of time, the teacher may seek assistance from the guidance counselor, administration, and grade level team to see if a Tier 2

Intervention Plan is warranted. The team will develop the plan together and is reviewed by RtI Implementation the grade level teachers, assistant principal and principal. Each plan must include measurable goals over a period of time. The intent to these plans must outline what the teacher strategies are that assist the student so that they are successful. However each plan also

places emphasis on what the student is expected to do thereby making them responsible for their own learning. Tier 2 plans are often discussed in detail with the staffing specialist, school psychologist and exceptional education teacher when possible. They provide a much needed perspective that then moves the student to a traditional RTI model. Parents are invited to attend a meeting where they are provided with information that relates to the

interventions are will be in place for their child. Included in the discussion is what they believe will help their child both at school and at home as it relates to conduction school work when at home. The student is finally brought into the meeting to brief them about the set of interventions that will now be in place to assist them. Student-friendly language is provided so that the student understands where their area of responsibility lies.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem Solving process is used in developing and implementing the SIP?

A variety of resources are provided to teachers as well as administrators and all of the RTI team members that assists them in developing measurable goals over time. The Pre-Referral Intervention Manual 3rd Edition by McCarnay, Wunderman, Wonderlich, House, the Attention Deficit Disorder Intervention Manual by McCarnay, and the RTI Tool Kit by Jim Wright are often used to help develop specific goals/strategies that can assist students in becoming more successful in school. These manuals assist teachers because they use friendly language that helps the team to write reasonable/student specific goals. The RTI Leadership team analyzes school data over a multi-year period to determine trends or anomolies that have ocured in student acheivement. The findings are analyzed and discussed with appropriate interventions being proposed and implemented. Using the District's Strategic Plan as a guide, the RTI Leadership team reviews and discusses pertinent data, developing strategies and interventions that meets specific school needs, and are aligned with the District's Strategic Plan. This group helps to identify funding sources, to support various school initiatives which are in support of the School Improvement process and the District's Strategic Plan.

RtI Implementation

Describe the data sources(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior

There are two systems currently in place; the "Desktop Student Data System" and the "A3 Vision" all of which collects a data from a variety of sources - FCAT, FAIR, Florida Assessment for instruction in Reading, District required assessments, RTI interventions, parent conferences, and anacdotal notes. All of these allow the school to quickly and easily disaggregate data in a variety of ways. For example, identifying the AYP subgroup data;

year-to-

year comparisons for individuals, or groups of students; and subject area trends is easily and readily available to both teachers and administrators at any time. Detailed information in the form of graphs, scale scores, and developmental learning gains are available.

Comparisons may be made from grade to grade, teacher-to-teacher and across the disciplines. Using the DuFours training that was provided in July, 2010 was invaluable because it demonstrated a more in-depth analysis of how the numbers (individual student results) may assist teachers in learning more about which students made actual gains strand-by-

strand in a given subject rather than just an overall score in the subject. This information is highly useful in determining if there is a consistency taking place in a teacher's delivery model as well. If several students show a lack of mastery in a given area, further investigation as to why this occurred will be witnessed as a result of this kind of analysis. Teachers have been trained to effectively assess students using the principles of Robert Marzano by having them effectively use best practices that provide students with quality formative assessment strategies that will glean deeper learning of varied content as it is being learned/taught. The RTI moves from Tier 1, Tier 2 or Tier 3 in a progressive manner that narrows the focus so that greater intensive instruction is offered. Strategies are specific to the student's individual needs. Stevenson has also adopted a homework policy that is as differentiated as the delivery of instruction. Stevenson does not necessarily subscribe to a one-size fits all philosophy. Teachers take into account the child's innate abilities (modalities of learning), as well as motivational factors. Individualized plans center on "big picture ideas" while focusing in individual student differences and needs. Teachers have been made well-aware of "Blooms Taxonomy" and the importance of what type of questions are asked ranging from low to high level complexity.

Describe the plan to train staff on RtI.

Stevenson has been training the entire staff about RTI over the past two years. It remains committed still in helping teachers to develop better responses to intervention so that students benefit from quality instruction that is specific to the individual's needs. Teachers

also learn how to present information to parents about RTI as it relates to the individual problem solving team (IPST) process. Between whole-group faculty meetings, and specific grade level team meetings, an array of questions are encouraged so that teachers and administrators learn how to tackle the concerns that center on student performance.

Our school counselor, administration, the IPST and Leadership team avail themselves to any teacher who is interested in gaining more experience, their insight, and expertise in how to identify the best intervention so that students respond well thereby bringing optimal learning.

Administrators review every RTI plan on every student. At progression planning meetings, these plans are reviewed (December and May) to see if they are making a positive difference.

Plans are routinely shared by administration with the exclusion of the student's name so that teachers may learn how well written plans impact student performance. Such plans as well as looking at new data and comparing it to old data helps to determine if particular strategies are better suited than others.

- ☑ 2. Maintain a safe work and learning environment.
- ☑ 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- ☑ 1. Recruit and retain the highest quality staff.
- ☑ 2. Build leadership and job-related capacity at every level of the organization.
- ☑ 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- ☑ 1. Maintain effective and efficient resource management.
- ☑ 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- ☑ 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

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The Pygmalion Effect (Rosenthal/Jacobs, 1968)

Research 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, 1969; and others) has shed considerable light on how teachers form expectations about their students and, more important, how teachers' expectations influence their behavior toward their students. Particularly noteworthy are the findings of Douglass (1964) and Mackler (1969), which are summarized as follows:

" Teachers' expectations about a student's achievement can be affected by factors having little or nothing to do with his or her ability, and yet these expectations can determine the level of achievement by confining learning opportunities to those available in one's track ."

We should not ignore the importance of these findings, particularly in light of the evidence that students' often internalizes teachers' expectations over time. When this internalization occurs, the student's self-concept and motivation to achieve may decline over time until the student's ability to achieve to his or her potential is negatively impacted.

&According to Haberman, having very high expectations have a beneficial effect for all students when performed in a systematic manner. Teaching is what teachers do. Learning is what students do. Therefore, students and teachers are engaged in different activities.

- & Teachers are in charge and responsible. Students are people who still need to develop appropriate behavior. Therefore, when students follow teachers' directions, appropriate behavior is being taught and learned.

- & Students represent a wide range of individual differences. For example, some students have learning exceptions and or lead debilitating home lives. Therefore, ranking of some sort is inevitable; some students will end up at the bottom of the class while others will finish at the top.
- & Basic skills are a prerequisite for learning and living. Students are not necessarily interested in basic skills. Therefore, directive pedagogy must be used to ensure that youngsters are compelled to learn their basic skills (Haberman, 1991).
- & They need to experience the joy of collaborative discussion, dialogue, critique, and research. An enriched academic foundation is definitely a prerequisite for an enriched pedagogical foundation, and together the two provide a level of comfort for the teacher who supports professional dialogue as well as teacher-student dialogue. The primary roles that the teacher ought to play in service to children are enhanced by the "development of the teacher's intellectual power" and "professional socialization" (Hilliard, 1991).
- & If educators are truly committed to creating schools in which expectations are high for all children, then it is incumbent upon them to recreate schools as learning organizations in which teachers, administrators, students, and parents work together to create the kinds of schools they desire.

Over time, Stevenson Elementary has conducted action research and analyzed that when high expectations are imposed, it is a reliable driver of high student achievement, even in students who do not have a history of high achievement. This is evidenced especially with students new to our school based on Metropolitan 8 Tests, Benchmarks (DRLA), Cumulative tests.

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& Stevenson is charging all teachers to actively seek ways to engage students where collaboration among their peers is 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 provide students with feedback that adequately directs their learning in ways that increase understanding. By providing *good formative feedback*, 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.

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& 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 that are deliberately delivered on a continuous basis. While our school works hard to allocate and protect more time on-task in academic subjects, it is harder to turn into specific action what the teacher does in the classroom. The questions that we have raised are *"What are the concrete actionable strategies, methodologies and actions that a teacher demonstrates or puts into practice, which consistently result in higher student performance? What reflection 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? "From this, can one define what "high expectations are?"* Stevenson is spending much of its time addressing these essential questions in its quest to clarify its own operational beliefs that are associated to our actions that derive and define high expectations. Out of this Stevenson has raised additional questions that help us to define the *"What does it mean to provide formative feedback?" "How is*

this part of our best practice?" **Stevenson's "stretch goal" is to have institutionalized (100%) the art and science of appropriate questioning strategies and techniques seen on a consistent and daily basis that is observable.**

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& Stevenson has wrestled with how teachers ask questions. We have determined that questioning can shape the way a student thinks in the way a question is framed - from low level (factual in nature) to moderate level (where a student must rationalize why about a topic) to high level complexity (when students synthesize information in order to not only replicate it but also explain it, and then to reapply it a new way).

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& Stevenson's School Improvement Plan first addresses the teacher's role in the actual questioning phase of lesson design and planning as a practice in teaching. It is our belief that teachers need to be more aware of how to handle the "teachable moment" as questions are being asked and students are answering questions. Five techniques, according to Reeves &, will be addressed as part of our best practices this school year in order that students receive appropriate and ongoing feedback. Teacher observations will inform us as to how teachers implement the techniques and if students respond to the techniques – hence increasing content knowledge. It is believed that feedback that is informative will increase understanding if done with fidelity by the teacher.

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Our Reading FCAT results reveal over the past three years the following:

Third Grade:

Third grade test scores in the area of reading have increased each year since 2008. From 2008 to 2009 the school evidenced a 33 point increase in the Mean Developmental Scale Score and a 14 point increase from 2009 to 2010. The period 2010 to 2011 evidenced a 49 point DSS decrease.

During the three year period, no students have scored at the lowest levels (level 1 and 2) resulting in 100% of third grade students performing at or above grade level. Between the years 2008 to 2009 the number of students scoring level 3 held consistent at 11%, however during this same period the percentage of students scoring level 5 increased, evidencing that the school is making good effort in its attempts to move high performing students to higher levels. The number of students scoring level 5 has at the third grade level have increased each year from 32% in 2008 to 42% in 2010, however the 2011 data revealed a decrease in the number of students scoring at the highest level from 42% to 29%. Students scoring levels 4 and/or 5 in 2011 represented 88% of students.

Fourth Grade:

Fourth grade students have evidenced a steady increase in Mean Developmental Scale Scores from 1912 in 2008 to 1973 in 2010. The percentage of students scoring at or above grade level has evidence slight variance from 98% in 2008 to the current 97% in 2010. It is important to note that in 2009, 100% of students in grade 4 scored at or above grade level.

Similar to the data in grade 3, our fourth grade has evidenced marked improvement in the number of students scoring at the highest levels. In 2008 31% of fourth graders scored level 5, however that number increased to 50% the following year. In 2010 a decrease was noted to 46%.

A comparison to the performance of 2008 third grade students with their 2009 fourth

grade reading scores demonstrates this phenomenon with the same cadre of students.

2011 test data evidenced an increase in the number of students scoring level 2 and level 3. This resulted in a decrease of 5% in the level 4 category. The 2011 data also resulted in the school's lowest percentage of students scoring at or above grade level (94%) over the past four years. 84% scored a level 4 or 5.

Fifth Grade:

Fifth grade readings scores remained consistent in 2008 and 2009, with the 2009 DSS reflecting a 9 point decrease. However during this same period, the number of students scoring at or above grade level increased to 100%. During the period 2008 to 2009, the number of students scoring at level 5 decreased from 43 to 34%, however 2010 saw an increase to 41%. 2011 data evidenced a decrease in the number of students scoring level 5 (from 41% to 24%), an increase of students scoring at level 4 (from 52% to 61%) and an increase of students scoring level 3 (from 7% to 13%). When compared to the same cadre of students from the 2010 fourth grade scores the results are similar and illustrate the need to focus on maintaining student levels of performance.

The number of students scoring at or above grade level increased from 97% in 2008 to 100% in both 2009 and 2010, and 99% in 2011. 85% of students scored a level 4 or 5 this past year.

Sixth Grade:

Sixth grade reading scores held consistent with a mean Developmental Scale Score of 2094 in both 2008 and 2009. This number increased to 2161 in 2010. During this same period the number of students scoring at the highest level (5) increased from 32 to 48%. As was evidenced in the preceeding grades, the number of students scoring level 3 has varied from 10% in 2008, to 14% in 2009, down to 6% in 2010. The percentage of students scoring at or above grade level increased from 98% in 2008 to 100% in both 2009 and 2010. This level decreased to 98% in 2011 and represented two students who scored at level 2.

Sixth grade scores however evidenced a reverse in the trends of grades 4 and 5 which evidenced decreases in students scoring at the highest levels. Sixth grade scores increased by 1% in level 4 and by 3% at level 5. 97% scored a level 4 or 5 on last year's test.

Conclusions:

The strategies being implemented to move students from level 4 to level 5 are producing the desired results, however those same strategies may be helpful in moving students from level 3 to level 4. An increased focus on implementing these strategies is also necessary as the most recent test data in 2011 evidenced slight decreases in the number of students scoring at the highest levels in all but sixth grade.

The school's efforts to have all students scoring at or above grade level have also shown positive result. During the 2008 school year, only the third grade achieved this result. In 2009, third, fourth, fifth and sixth grade achieved this level of success. In 2010, all grades with the exception of grade 4 reached this level. In 2011, only the third grade demonstrated a 100% pass rate for students in the area of reading (fourth grade 94%, fifth grade 99%, sixth grade 98%).

Efforts to implement strategies and methods that encourage thinking at the highest levels and a concentrated effort to move students from level 3 to level 4 and from level 4 to level 5 is now our area of focus. The components of the 2011 School Improvement Plan seeks to build upon the work which has been implemented last year by focusing more on deliberate questioning strategies as well as the application of Bloom's Taxonomy at the highest level incorporating 21st Century Skills and the development of executive functioning skills for students. These components, when skillfully implemented by master teachers will continue to bring the positive growth patterns that the school has established. To refine what

formative feedback means through a specific set of questions asked to all students will become a school-wide systemic approach used by all teachers. To build on the Bloom's Taxonomy by asking teachers to consciously define the level of complex thinking in a teacher's lesson will help our school to gauge the intensity of our instructional delivery. Reflecting on reasons why "I do what I do" will require teachers to rationalize and reason their teacher practice thereby creating more deliberate action about what teachers do, to what students learn at Stevenson.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

& A sequence that begins with a student unable to answer a question should end with the student answering a question as often as possible. Should a student be able to "opt out?" We are defining this first question strategy as the **NO OPT OUT Technique** .

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& The student who is identified as the reluctant student who responds to questions raised in with the proverbial "*I do not know*" answer is being viewed by our professional staff as "*work avoidance.*" Our school improvement plan addresses what teachers do when this occurs. As the facilitator to all learning in the classroom, it is the teacher who must understand that "teaching to the moment" is critical to a student's needs being met at that moment in time. Redirecting them to a person who can provide them with an answer to the question is key to the learning process. Having that student then respond using complete thoughts and by demonstrating their understanding forces a student to "**opt in**" hence making learning optimal at that time. Allowing students to opt out of having to articulate an answer is viewed as a – lose-lose situation for both the student and the school.

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& The second technique that we are infusing in the way we provide formative feedback is the **RIGHT IS RIGHT TECHNIQUE**. The "Right is Right Technique" is about the difference between a partially right answers and an *all – the – way right* answer– or the difference between "pretty good" and "100 percent great!" The role of the teacher is to set a high standard for correctness: 100 percent. Teachers should demonstrate that they only settle for a completely correct (right) answer and do not settle for less than completely and correct answers. Students, therefore, will learn to demonstrate exactness in their thinking by reinforcing this time and time again.

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& Stevenson has found that many teachers reinforce "almost right" answers their students give. This reaffirms to students that it is okay to give partially correct answers. They then go about to repeat it again and again rather than striving for exactness – the complete and acceptable answer only. Students will be asked to think critically by justifying and defending their answers with reason and rational explanation supported by evidence.

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& THE STRETCH IT TECHNIQUE

& The "Stretch It Technique" is used by "champion teachers" who have students answering questions completely and correctly and ask them to go beyond the answer and to rephrase the answer again or by answering a linking question to it that then demonstrates that the student really understands the concept at its deepest level of complexity. Teachers are making well informed decisions that drive instruction to a deeper level by rewarding right answers with more questions – hence calling it the Stretch It Technique. This sequence of learning does not end with a right answer; rewarding right answers with follow-up questions that extend knowledge and test reliability ensures that student have the deepest meaning about their learning. This allows students to test their own thinking (metacognition). Students will be asked to think critically by justifying and defending their answers with reason and rational explanation that goes beyond what is apparent by applying it to new situations. Students will take their mastery of content areas to develop projects (with student choice that incorporates differentiated learning by understanding their learning modality while infusing 21st Century skills into their projects). *See section about Bloom's Taxonomy &)*

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& A fourth technique that we are asking teachers to include in their teaching practice this year is the **FORMAT MATTERS TECHNIQUE** . This technique helps to prepare students to succeed by requiring them to use complete sentences and use grammar correctly every possible chance. Teachers are working to correct the use of slang, syntax, usage, and grammar. It is Stevenson's belief that teachers should champion a more limited but practical premise about the use of acceptable language. It is about introducing students to language that helps to facilitate understanding of thought with meaning to the broadest audience in which work, scholarship and business are conducted. At Stevenson, we call the use of proper English as the use of "*high register.*"

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& The fifth technique that Stevenson's teacher leaders subscribe to are that fosters teaching with rigor and relevance in the way we present curriculum and instruction is the "**WITHOUT APOLOGY TECHNIQUE** ." To foster an idea that Stevenson teachers are presenting lessons that are "boring in content" is inconceivable. In the hands of great teachers, who work hard to find the way into a student's mind, the material students need to master in order to succeed and grow is presented in exciting, interesting and inspiring ways, and by truly believing this undermines the risk of any educator undercutting the subject matter, "watering down the material", or apologizing for having to teach it!

(Setting

High Expectations, p. 51)

& Brain Research

A major contributing factor to low teacher expectations for students is the

traditional belief system about how students learn. During the past ten years, our understanding of the brain and how it works - as well as of the kind of environment in which it works most effectively - has increased significantly. The following material adapted from an ASCD publication, *Teaching and the Human Brain* (Caine and Caine, 1991), summarizes some of what we now know about how humans learn and some implications for educators.

- & *&The brain is a parallel processor.* & Thoughts, emotions, imagination, and predispositions operate simultaneously and interact with other modes of information processing and with the expansion of general social and cultural knowledge.
 - & o& *&Implications for education:* & Good teaching means that teachers must use methodologies that enable them to orchestrate the learner's experience so that all aspects of the brain's operation are addressed.
- & *&Learning engages the entire physiology.* & Learning is as natural as breathing; however, learning can be negatively affected by stress and threat (Ornstein and Sobel, 1987).
 - & o& *&Implications for education:* & Awareness of the need for stress management, nutrition, exercise, and relaxation must be built into the learning process. In addition, we should note that there can be a five-year difference in maturation between any two children of the same age. Expecting equal achievement on the basis of chronological age is inappropriate.
- & *&The search for meaning is innate.* & The search for meaning (making sense of our experiences) and the need to act on our environment are automatic.
 - & o& *&Implications for education:* & The learning environment needs to provide stability and familiarity. At the same time, provisions must be made to satisfy the brain's curiosity and hunger for discovery and challenge. Lessons need to be exciting, meaningful, and offer students abundant choices; the more lifelike, the better. Many programs for gifted children, these implications are taken for granted and the children are provided with a rich environment with complex and meaningful challenges. These strategies should be applied to all students.
- & *&The search for meaning occurs through patterning.* & The brain is both artist and scientist. It is designed to perceive and generate patterns, and it resists having meaningless patterns imposed upon it (Hart, 1983; Lakoff, 1987). Meaningless patterns are isolated pieces of information that are unrelated to what makes sense to a student.
 - & o& *&Implications for education:* & Learners are patterning or perceiving and creating meanings all of the time in one way or another. We cannot stop them, but can influence the direction that their learning takes. Although we select much of what students are to learn, the ideal process is to present the information in a

way that allows brains to extract patterns, rather than try to impose patterns.

- & *&Emotions are critical to patterning.* & What we learn is influenced and organized by emotions and mind sets based on expectations, personal biases and prejudices, degrees of self- esteem, and the need for social interaction. Emotion and cognition cannot be separated (Halgren, Wilson, Squires, Engel, Walter, and Crandall, 1983; Ornstein and Sobel, 1987; Lakoff, 1987; McGuinness and Pribram, 1980).

& o& *&Implications for education:* & Because it is impossible to isolate the cognitive from the affective domain, the emotional climate of the school and classroom must be monitored on a consistent basis, using effective communication strategies and allowing for **student and teacher reflection and metacognitive processes.**

- & *&The brain processes parts and wholes simultaneously.* & There is evidence of brain laterality, meaning significant differences between left and right hemispheres of the brain (Springer and Deutsch, 1985). In a healthy person, the two hemispheres are inextricably interactive, whether a person is dealing with words, mathematics, music, or art (Hand, 1984; Hart, 1985; Levy, J., 1985).

& o& *Implications for education:* People have enormous difficulty learning when either parts or wholes are overlooked. Good teaching necessarily builds understanding and skills over time because learning is cumulative and developmental. However, parts and wholes are conceptually interactive. They derive meaning from and give meaning to each other. &

- & *Learning always involves conscious and unconscious processes.* Most signals that are peripherally perceived enter the brain without the learner's awareness and interact at unconscious levels. Thus, we become our experiences and remember what we experience, not just what we are told. For example, a student can learn to sing on key and learn to hate singing at the same time. &

& o& *Implications for education:* Much of the effort that we put into teaching and studying is wasted because students do not adequately process their experiences. What we call "active processing" allows students to review how and what they have learned so that they begin to take charge of learning and the development of personal meanings. (One example as best practice is that teachers include topic summaries as part of their lesson design.)&

- & *We have at least two different types of memory: a spatial memory system and a set of systems for rote learning.* We have a natural, spatial memory system that does not need rehearsal and allows for "instant memory" of experiences. It is always engaged and is inexhaustible. We also possess a set of systems designed for storing relatively unrelated information. The greater the separation of

information and skills from prior knowledge and actual experience, the more we must depend on rote memory and repetition. &

& o& *Implications for education:* Teachers are learning to be adept at teaching strategies that emphasize memorization. Although sometimes memorization is important and useful, teaching devoted to memorization does not facilitate the transfer of learning and probably interferes with the subsequent development of understanding. By ignoring the personal world of the learner, educators actually inhibit the effective functioning of the brain. &

- & *We understand and remember best when facts and skills are embedded in natural, spatial memory.* Our native language is learned through multiple interactive experiences involving vocabulary and grammar. It is shaped by internal processes and by social interaction (Vygotsky, 1978). Language is an example of how specific "items" are given meaning when embedded in ordinary experiences. All education can be enhanced when this type of embedding is adopted. &

& o& *Implications for education:* The embedding process depends on all of the other principles. Spatial learning is generally best invoked through experiential learning. Teachers need to use a great deal of real-life activity, including classroom demonstrations, projects, field trips, visual imagery of certain experiences and best performances, stories, metaphor, drama, and integration of different subjects. &

- & *Learning is enhanced by challenge and inhibited by threat.* The brain "downshifts" under perceived threat and learns optimally when appropriately challenged. The central feature of downshifting is a sense of helplessness. The learner becomes less flexible and reverts to automatic and often more primitive routine behaviors. &

& o& *Implications for education:* Teachers and administrators need to create a state of relaxed alertness in students - low in threat and high in challenge. &

- & *Each brain is unique.* Although we all have the same physiological systems, these systems are integrated differently in every brain. Moreover, because learning actually changes the structure of the brain, the more we learn the more complex our brains become. &

& o& *Implications for education:* Our teaching should be multifaceted and allow all students to express visual, tactile, emotional, and auditory preferences.&

&

Through our different learning teams that have been established this year, the professional staff will explore the above topics and how it applies to their teaching practice.

&Rethinking the Role of Leadership

Peter Senge (1990) & begins *The Fifth Discipline* by stating that many of the problems facing organizations can be traced to a lack of leadership. *W.E. Deming*, & a leading advocate for total quality management (TQM), is even more adamant on this point. He states that 85-90 percent of an organization's problems are due to the decisions made by leadership. There is no reason to think that education is any different. If teachers are to significantly change their expectations for students, it is unreasonable to assume that the classroom is the only place

where change is needed. This conclusion is particularly evident when a careful examination of the factors contributing to low teacher expectations shows that many of these factors reside outside of the classroom. Senge goes on to state that *"we are all learners."* If we as a school believe in our premise which is to educate, then why not learn together and then model what we practice as educators.

&

&For years, education has subscribed to the notion that it was the administrators' responsibility to provide leadership. Those who hold this belief have failed to recognize that such leadership, while heroic, is not necessary or even effective in organizations. In contrast, Senge proposes that we not only need a different definition of leadership, we also need to think differently about the kinds of things that leaders do. He proposes that a leader's "new work" should include a commitment to:

- & &Being the organization's architect
- & &Providing stewardship
- & &Being a teacher

&

&Leader as Architect: &To explain why leaders need to be architects, Senge uses the analogy of trying to turn a large ship. He asks who is most important in ensuring that the ship can be turned successfully – is it the captain, the first mate, the navigator, or the engineer down in the engine room? Senge suggests that the single most important person in making sure that a ship can be turned successfully is the architect who designed the ship. If it is not well designed, it will be nearly impossible to maneuver. This ship, regardless of its other features, will be effectively useless. It is vital that the design be made with a clear understanding of the ship's purpose. If the purpose of schools is to provide a quality education for all students, then leaders should design the organization with that purpose in mind. Senge suggests that schools with a traditional leadership model are not operating in the best interest of students. Stevenson is working hard to create **Professional Learning Teams** that foster collaboration, and where teams have to tackle real issues and problem solve real possibilities that will elevate student performance in all divisions of the school for all students. Very specific agendas are being created that pose an array of challenging questions that need specific answers that will help focus on deeper thinking in order to narrow the learning gap.

&

&Leader as Steward: & The second dimension of leadership, according to Senge, is providing stewardship. By stewardship, Senge means that someone (or perhaps some group) within the organization needs to accept responsibility for ensuring that everyone who works in the organization is clear about why it exists. For example, schools give a lot of lip service to the belief that "all children can learn." It is important that the steward makes sure that this belief is put into practice and that day-to-day decisions are consistent with these beliefs. The act of stewardship means being entrusted with the responsibility for something. In education, one cannot assume that everyone has a clear picture of the school's purpose, and therefore the role of stewardship is critical. High Performing Teams will be recognized for their collaborative work as we see this evidenced in the student performance measurement criteria. At Stevenson, we are establishing **specific rotation schedules** to help meet the needs of individualized learners showing a gap in understanding of specific skills. According to Silver, Jackson, and Moirao from the *Guide for Professional Learning Communities – & TASK ROTATIONS, 2011,* &high quality instruction leads to higher levels of student achievement. This must be replicated by students over and over again so that the assurance of mastery is made which will raise student achievement. All teachers can master the quality instruction with time and support. Silver, Jackson and Moirao define using task rotations if a different style of thinking occurs:

- & &Mastery tasks
- & &Understanding tasks
- & &Self-Expression tasks
- & &Interpersonal tasks

&Each task rotation includes habits of mind training (a set of dispositions that increases the

student's capacity to think skillfully (*Costa and Kallick, 2008, 2009*). & Stevenson teachers and administration will explore as a working PLC this whole idea of Task Rotations as part of our School Improvement Plan this year.

&

&*Leader as Teacher*: & The central premise of Senge's work in *The Fifth Discipline* &, & is that the only organizations that will exist in the future will be those in which everyone is a learner. This prediction contains a powerful message for education. If we are truly committed to the belief that "all children can learn," then we must necessarily be committed to learning for all, and the word "all" has to mean just that - *everyone*.

&

&For schools to become learning organizations, the school's leader(s) must accept responsibility for creating conditions that promote and enhance learning for everyone. Principals must create opportunities for teachers to acquire information about what is occurring in the school. Until teachers have such opportunities, no one will have a clear understanding of "current reality." Principals need to create opportunities for teachers to learn about current research and to apply that research in their classrooms in an environment that promotes learning. Perhaps most important of all, principals need to create a climate that promotes risk taking and eliminates the fear of failure. If this process is successful, schools will be able to develop a shared vision about what needs to be done and engage in the kinds of activities that are needed to make this shared vision a reality.

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School Climate &

&Underlying all of the concepts discussed in this section is the assumption that the climate of the school supports such efforts. It is Stevenson's goal to have highly effective communication about its mission and vision. We are making extraordinary effort to engage in team learning or to develop a shared vision of all its stake holders, and revere this philosophy in our developing a highly positive school climate that is conducive to maximizing a student's learning.

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&It would be both short-sighted and foolhardy to undertake efforts if a positive school climate were not apparent in order to identify a school's current practices, introduce the new knowledge that educators need, or rethink the role of leadership. The effort to develop a shared understanding of our school's challenges and strengths is built upon an assumption that the people who work in the school possess the communication skills that will allow them to engage in the necessary dialogue that will foster change that helps to maximize the learning potential for every student. To Foster *Excellent* School Climate means:

&Communication: &

&Effective communication is when a school has a climate of "*collegiality*" rather than "*congeniality*." *Judith Warren Little (1981)* & explains that the norm of collegiality is typified by the presence of four specific behaviors:

- & &Adults in schools *talk about practice*.
- & &Adults in schools *observe one another* engaged in the practice of teaching and the delivery of instruction.
- & &Adults in schools engage one another in *working on curriculum* by planning, designing, researching, and evaluating curriculum.

&

&Adults in schools should *teach one another* what they know about teaching, learning, and leading. &Behaviors associated with congeniality are important and are also being identified at Stevenson. Why is the norm of congeniality important? It is important because it is about people coming together for the common good of its students, and to foster a place where people feel safe to talk freely about focused topics associated with school life, data results, and best researched practices.& Teachers often spend the bulk of their time working in

isolation from one another. Stevenson's Professional Learning Team Model provides ample opportunity for the school community to talk about curriculum and pedagogy but more importantly as to how strategies, methods, and action plans make a difference in student achievement.

&

&The kinds of verbal interactions that adults have with one another tend to be short and usually are focused on resolving an immediate problem or crisis.

&

&Collegial conversations focus on what is occurring in our school and, in particular, on what needs to be done to improve the quality of education for students. *Barth (1990)* & recognizes that such conversations may, by their very nature, cause people who work in a school to come into conflict with one another on occasion. However, he also believes that until educators move beyond the congenial need to get along and begin to act as professionals, they will continue doing themselves and their students a grave disservice. Stevenson's collaborative teams are working hard to overcome the need for first collegiality but rather the need to be "professional". This is an enormous paradigm shift in the overall operational beliefs of the school.

&

&*Team Learning:* & Senge states that when groups of people in organizations get together to make decisions, what passes for communication is advocacy. He believes that "inquiry" needs to happen before real team learning can occur. He explains that when a group of people come together, they typically come to the meeting ready to defend or advocate for a position or viewpoint. In such situations, very little actual learning occurs. In contrast, if the same group of individuals could come to that meeting in a "spirit of inquiry" - the willingness to suspend one's own position long enough to listen to the other person's - then something very different could occur. In this kind of communication, everyone grows in understanding, and when the time comes to make a decision, the participants have a much greater understanding of what they are deciding. From here, we then move to the implementation of the action plan that will make a formative and deliberate change – hence change the results we have.

&

&The collegiality that Barth describes would not be rancorous nor create ill will if it occurred in the spirit of inquiry. One should assume that there is a place for advocacy in the decision-making process. The premise is that by beginning with inquiry advocacy becomes less adversarial, because everyone involved in making the decision is better informed about the other viewpoints and is more aware of where commonalities exist and the direction our school needs to move toward because the data speaks for itself.

&

&What does this approach have to do with teacher expectations? Stevenson is working to develop effective inquiry methods and to use skills of effective communication with its learning teams. Discussions have to continue to occur where it is valued to be "engaged." To form opinions based on fact and with evidence that supports the argument, and to honor agreements because of the idea of *mutual accountability* is paramount to our success.

&

&*Shared Vision:* & When writing for educators, one hesitates even to mention the term shared vision, because what passes for a school's vision often is nothing more than someone's personal vision that has been superimposed upon the school. The reality is that everyone in a school has a vision of what the school should look like and the kinds of things it should do. The problem for schools is not the lack of vision, but the existence of several visions all strongly held and at times competing with another's. At Stevenson, we are looking to increasing our present students' knowledge and understanding with a "fractal experience". A fractal experience is a small-scale/short term change goal that follows a more systematic approach to a students learning. This process includes defining the problem and finding the solution by finding the right or most effective implementation plan so that students can learn. By continuously progress monitoring along with providing formative feedback about the effectiveness of

all students strategies/schemata to problem solve, students will learn to better reflect on the process in which they learned. Questions to students will be framed in such ways as to ask: "Identify those actions and structures that contributed to the success of your effort." Stevenson believes that the fractal experience will help students to focus on a small change while they learn how to be disciplined about the process of the change while the learning is occurring. This means that the change initiative will be complex in nature. If every teacher would address every student in this way on a routine basis, we believe our school would make substantive improvement because this systemic effort would grow from grade to grade thereby allowing students to explore deeper metacognitive experiences all of which would transform our school to having greater increases in student achievement. Teachers will be asked to make the most of students making mistakes. "Every defect is to be viewed as a treasure" – that is, making a mistake and/or uncovering mistakes makes for great learning and is all part of the improvement process. Stevenson teachers will not allow for partially correct answers but for full and complete answers – reaching 100% perfect. The only true mistake that any school can do in settling for less is to do nothing at all (refer to No Apologies Technique).

(*Leadership Insights, Volume V, Changing Schools – McRel, April 2007*) &
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Reading and Blooms Digital Taxonomy

&In the edition from *Lorin Anderson & David Krathwohl, & Taxonomy for Learning, Teaching and Assessing, (2001)* &they state "That in education, objectives indicate what we want students to learn; they are *explicit formulations* of the ways in which a student is expected to be changed by the education process." They continue, "*Teaching is an intentional and reasoned act.*" This reasoned aspect of teaching relates to **what** objectives teachers select for their students. The intentional aspect of teaching is, **how** teachers help students to achieve the teacher's objectives; this is the learning environments that teachers create and the activities and experiences they provide. In our understanding of Taxonomy, a statement of an objective contains a verb and a noun. The verb generally describes the intended cognitive process. The noun generally describes the knowledge students are expected to acquire or construct. Stevenson is fully aware of the revised Bloom's Taxonomy that is now "two dimensional" in nature to the original dating back to 1959. The revised Blooms, with its two dimensional design, considers the cognitive process about knowledge that is acquired. Knowledge moves from **Factual** to **Conceptual** to **Procedural** to **Metacognitive**. These categories lie on a continuum from the concrete (factual) to the abstract (metacognitive) while the conceptual and procedural categories overlap in terms of abstractness. At Stevenson, teachers and administration will explore ways in which objectives are intended – they describe an end or intended results, intended outcomes, intended changes. **Instructional Activities** such as reading in a text book, listening to the teacher, conducting an experiment, going on a field trip, are all a means by which the objective is achieved. Teacher and administrator will work together to select activities that wisely and properly lead to the achievement of objectives that are clearly stated to students. For example, if a teacher's objective is students will read *David Goes to School* by David Shannon, & it would be viewed as not explicit instruction. A teacher would be asked in this instance, "*What do you want your students to learn from reading this book?*" If the teacher wants students to learn that a story has a conflict at the height of a story, this would be viewed as a highly explicit objective. Teachers will move from writing to articulate learning objectives to linking them to specific "indicators" for each standard. It is in this way that specificity about what students are learning will help individualize instruction to meet students' learning goals rather than to specify educational objective in a *global way*.

&

&Stevenson's instructional staff will explore differences between factual knowledge being discrete, isolated content elements or bits of information to more complex, organized

knowledge (conceptual) which includes classifications, categories, principles and generalizations, theories and models or structures. Distinction will also be created from what is conceptual (declarative) to what is procedural in nature (how to do something) to finally justify your answer with an awareness about one's own cognition. Metacognition is about self-regulation and "control about my cognition."

&

&The new advanced Blooms Digital is about having students ability to transfer what was learned to solve new problems, to answer new questions, or to facilitate learning of new subject matter (Mayer and Wittrock, 1996). The retention of information requires students only to remember what they have learned; where as transference requires them to **make sense of** and **be able to use** what they have learned (Bransford, Browning, Cocking 1999 and Pyle, 1997). & All of this is viewed as the skills necessary for those entering the workplace in the 21st Century. According to *South East Education Network (SEEN), 2009*, &integrating 21st Century skills deliberately and systemically into the teaching of core subjects will empower educators to make learning relevant. Twenty-first century skills include reasoning, positive attitudes, and practical skills that motivate and engage students and build their confidence as learners. Stevenson believes that a rigorous education trains students to be able to look at material they have never seen and know what to do with it. In following the framework of *Partnership 21* & and the work of *Chris Deed, Transforming Schools in the 21st Century (2010)*, &Stevenson's School Improvement Plan includes the work of our 21st Century Professional Learning Team that has defined a systemic approach to our addressing skills vitally needed by students who will eventually enter the 21st Century workplace. Our kindergarten through sixth grade is as follows:

- & o& &Kindergarten and First Grade will become familiar with aspects of a computer and keyboard.
- & o& &Second Grade students will learn to manipulate text and graphics to create a visual "poster" or "display." Using a program such as "Glogster," or other age appropriate software, second grade students will develop a graphic display about their community in concert with the Social Studies standards for grade two.
- & o& &Third Graders will be instructed in the process of using presentation software to create a slide show (i.e. Powerpoint) to relate a specific skill or area of content from the third grade standards.
- & o& &Fourth Grade will build upon the skills taught in third grade to incorporate both a visual presentation with accompanying audio to create a "photo-story" or other similar presentation for a fiction or non-fiction book as a part of the fourth grade writing curriculum.
- & o& &Fifth Grade will be involved in an expansive collaboration project with West Melbourne School of Science. Students will blog, write, video conference about subject matter related to the science curriculum.
- & o& &Sixth Grade will develop the "Capstone Project", a culmination that uses all of the above technology to present a research project about ancient civilizations. Students are expected to work in groups that include members from other sixth grade classes (refer to the 21st Century school plan under the Bloom's Taxonomy Section).

&The Reading Cadre will have, this year, an important role in helping to train teachers about better strategies in reading comprehension. To merely decode a book is not enough; this is not comprehension. This is about fluency. The charge of this committee will be to talk about how to teach reading comprehension and how **Thinking Maps** can facilitate the teaching and learning of reading strategies. Teachers will learn how maps can link comprehension through the use of different mind maps. By using maps differently, students will learn to see how they have comprehended, to make comprehension clearer, and to go deeper into texts. The strategies that will be researched in depth are visualization, making connections, summary, questioning, and inferences. Modeling the different mapping strategies will be a part of the

training offered. Transference of the best teaching practices taught at these trainings will then be used in the classroom and through observation; students will use the strategies to increase their own comprehension skills.

&

&The Tennessee Department of Education from <http://portal.battleforkids.org/tennessee/Resources/FormativeInstruction> & defines that formative instructional practices are a process, both formal and informal. The purpose is to collect evidence to inform learning – for both the teacher and student. Formative instructional practices are most powerful when students know what they know and can do, and teachers adjust instruction to keep all students on winning streaks. The Tennessee School System defines formative instructional practices as assessment for learning.

&

&Teachers ask the following questions about their instructional practices (*in action*):

&

&Where is my instruction going?

&Create student friendly targets

&Engage students in rubric development

&Help students to identify their own learning strategies

&Share assessment blueprints with students and the criteria used

&Create high quality criteria and assessments

&

&Where am I now?

& Clearly distinguish activities (performance goals) from (learning goals)

& Articulate why students are being assessed

& Provide descriptive feedback in relation to the targets or process

& Employ effective questioning techniques

& Use student developed and guided rubrics

& Self Assessments, Peer Assessments, Teacher Assessments

& Teach students to set their own targets

&

&How can I close the GAP?

& Design lessons to focus on one aspect of quality instruction

& Use tiered lessons (RTI)

& Use flexible Grouping (Rotations)

& Teach students about focused revisions, re-reads, reteach methods

&

Include Rubrics

&Model how to track my own learning so student demonstrate they are keeping track

&

& Students are asked to go through a similar process as does the teacher, only from the vantage point of the student as learner – a learner who is able to demonstrate independently that he has a clear understanding of how well he is performing and why. The result of this will be observed in quality **Student Led- Parent Conferences.**

&

Analysis of Current Practice:

(How do we currently conduct business?)

Stevenson has developed a year-long master schedule where specific time has been allocated for people to meet as a high performance team. Each team will have a teacher facilitator and a records keeper. This will be approved by the team. From time to time these teams will be asked to report at whole faculty meetings.

The teams are set as follows:

- **CAS Meetings – “Collaborating at Stevenson”** (these are vertical team meetings where Grade levels team up to discuss topics pertinent to two grade levels at a time.
 - K-1, 1-2, 2-3, 3-4, 4-5 or 5-6
- **Cadre Meetings** – Reading, Writing, Math, Science, Arts, and 21st Century Skills meetings focus on specific content areas. Teachers self-select a team to work with other teachers on specific topic related to the subject.
- **Adhoc Meetings** – Occur on an as need basis when “hot topics” warrant a group of people to meet. (Ex: Tropicana Speech Committee)
- **Whole Group Faculty Meeting** – bring the teaching community together
- **All Staff Meetings** – bringing the entire Stevenson staff together
- **Parent Liaison Meetings** – Volunteerism/Training opportunities for parents/community
- **School Advisory Council Meetings** – Advice sought by the school administration with school governance, training, funding sources, training and communication as related to mission and vision of the school and district
- **Training Meetings** – for staff members and or parents/community
- **Non- Certificated Personnel Meetings** – any personnel that impacts the school/student learning outside the traditional role as teacher
- **SOLES** is a self-organized system where learning emerges from teachers talking with teachers about pertinent practices that make better learning for students. The **SOLES** are called **Self-Organized Learning Environments** (*Sugata Mitra*)
- **TOOTS** better known as **Teachers Observing Other Teachers** are also an important part of Stevenson’s Professional Development. Learning teams will foster professional collegiality and practice by modeling for others what they know and do best. (*Idea generated from a fifth grade teacher at R.L.S.*)

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

SCHOOL-BASED OBJECTIVE

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

& Stevenson will implement a systemic model for questioning supported by 21st Century Skills and the integration of thinking maps in an effort to provide quality formative feedback to students and increase student achievement on FCAT Reading: Maintain or increase the number of students scoring at levels 4 and 5 to equal 95% of our overall tested population is our “*stretch goal*.” Stevenson will move student’s understanding of those students scoring level 4 to level 5 by 5%.

&

& In addition, teachers of students in grades kindergarten through second grade will provide quality formative feedback from FAIR, benchmarks (DRLA), cumulative tests, as well as Metropolitan 8 Testing so that students understand the importance about what the success criteria are that they are being judged. By teachers doing so, Stevenson is expected to see an increase in FAIR and Metropolitan 8 Test scores by 5% by the end of the school year when we can analyze the data from the previous school year.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Provide training on appropriate questioning techniques	Administration	Preplanning Week/Staff Meetings/Grade Level Teams	\$0.00	Compass Newsletter, Inservice Records, PLC minutes, Classroom Observations
Discuss and review the implementation of Thinking Maps with rationale and purpose.	Grade level teachers/Administration	Second Quarter of school year	\$0.00	Team meeting agendas, minutes, lesson plans
Establish goals for reading cadre	Administration	Preplanning Week	\$0.00	Scheduled meetings (refer to calendar)

				9/22/11 10/20/11 11/17/11 2/2/12 3/1/12
Conduct/model book talks by Grade levels utilizing the inquiry format of "Junior Great Books," from previous training.	Reading Cadre Members	Year long schedule		Scheduled meetings (refer to calendar) Teachers will model the student process by actually going through the process and reflecting on the process a group.
Discuss a professional topic on "reading," using the Junior Great Books Inquiry model in groups.	Administration All Teachers	Year long schedule	\$0.00	Cadre groups will observe the process and provide reflection to participants (inner/outer circle).
Observe Junior Great Book Training will be applied to actual teacher instruction	All Teachers	Teacher timeline	\$0.00	Implementation of model will be viewed and observed.
Develop/implement 21st Century Skills embedded projects (RLS K-6 Plan)	Administration All Teachers	Spring	\$0.00	Implementation of student presentation schedule.
Hold meetings C@S (Collaboration at Stevenson) Meetings (vertical team meetings) with preselected topics for discussion about pedagogy/skills/targets	Administration All teachers	Year-long	\$0.00	Discussion focused on data, testing, alignment agenda minutes.
Develop a high performing culture by reviewing the school's mission and vision	Principal and all stakeholders	Oct Nov 2011.	\$0.00	After training team will present to staff.
Review Report Card Comments as a means for summative feedback Train teachers about feedback	Assistant Principal	Every Quarter	\$0.00	To increase awareness of the need to align comments with student

and appropriate comments aligned to grades				performance and clarify parental understanding of student progress.
Learn about Google Apps Training (as a stretch goal, we will try to communicate on one topic to see its potential)	Administration Teachers District ET Trainers	Yearlong	\$0.00	To explore "the cloud," and experiment with its use.
Train using Clicker, Mobi, Photostory, Technology	Teachers	Yearlong	\$0.00	Meeting agendas
Provide training that assists teachers in understanding the new performance appraisal system and the development of the Professional Growth Plan (PGP).	Administration Teacher Leaders	Yearlong	\$0.00	Meeting agendas
Set up by grade level a Video Conferencing Distance Learning Experience	Grade Level Team Teachers	Yearlong	\$1,00...	Grade Level Team Agenda and Minutes
Hold Progression Plan Meetings to discuss student performance	All Teachers/ Administration	Oct./Dec./ May	\$0.00	Master Calendar Teacher/Parent Conference Notes
Provide training on A3 Vision Data Input	All Teachers	Yearlong	\$0.00	District Website
Develop a Mentor Program for select students	Media Specialist, Asst. Principal	November	\$0.00	Parent Orientation Meeting
Train teachers about appropriate "Essential Questions" as they relate to "Target Goals". (Reference the work of Bloom's Taxonomy and "Onhands Schools by Wiggins & McTighe)	All teachers and Administration	September /October	\$0.00	Evidenced in the classroom observation, Grade Level Team Meetings Modeled at Whole Faculty Meetings
Develop rubrics for Project Teams to use as formative assessment	Administration, 21st Century Cadre, Grade Level Teams	Fall of 2011	\$0.00	Evidenced in classrooms and with project teams

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total Population: From 98 % in 2011 to 100 % in 2012.
 Level1: From 0 % in 2011 to 0 % in 2012.
 Lowest 25%: From 76 % in 2011 to 86 % in 2012.
 Learning Gains: From 76 % in 2011 to 86 % in 2012.
 White: From 98 % in 2011 to 100 % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other: From % in 2011 to % in 2012.

Math:

Total Population: From 99 % in 2011 to 100 % in 2012.
 Level1: From 0 % in 2011 to 0 % in 2012.
 Lowest 25%: From 73 % in 2011 to 83 % in 2012.
 Learning Gains: From 73 % in 2011 to 83 % in 2012.
 White: From 99 % in 2011 to 100 % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other: From % in 2011 to % in 2012.

Writing:

Total Population: From 100 % in 2011 to 100 % in 2012.

Science:

Total Population: From 96 % in 2011 to 100 % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
	Professional Learning Communities;
	Student Engagement;
<i>District Request - OTHER</i>	<i>School Based - OTHER</i>
	Cadre meetings are teams of professionals get...
	Administration will study/research the teacher...

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 1

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

The Math trends over three years reveals:

An analysis of the mathematics scores over the past four years evidence that some grade levels appear to have reached a plateau or “leveling” or scores. While the scores remain excellent overall, it is interesting to note some specifics.

Third Grade:

Third grade students have consistently scored at the highest levels in the State. In each of the years 2008, 2009 and 2010, one-hundred-percent of third graders have scored at or above grade level in reading. Third grade is the only grade level to have made this distinction. Scores were highest during the 2009 school year when 81% of student scored at the highest level (level 5). In the years 2008 and 2010, over half of the students (60% and 68% respectively) scored at this level.

2011 FCAT scores for third grade in mathematics evidenced a slight decrease in the Developmental Mean score, from 1839 to 1755. The number of students scoring on grade level or above was consistent at 100% (the only grade in 2011 to reach this level) however the number of students scoring level 5 decreased and both the number of students scoring level 3 and 4 increased. 90% of students scored a level 4 and or 5 on last year’s test.

Fourth Grade:

Fourth grade scores in the area of mathematics have also remained consistent. The school evidences an “on-grade level or above) rating of 98% or greater in each of these years. Of note however is the loss of students scoring at the highest levels in grade three. In the year 2009, 81% of third graders scored a level 5. In 2010, those same students, now fourth graders, observed a decrease of 44% with only 37% of fourth graders scoring a level

5. Certainly, some examination into the specific content and causation for this phenomenon is needed. That being said, fourth grade scores continue to be among the highest in the state.

Fourth grade scores in 2011 increased in overall Development Scale Scores (1841 to 1877). The percentage of students scoring level 5 increased by 6%. 98% of students scored on or above grade level, a 1% decrease from the previous year.

Of particular importance is a concern regarding the content area of FRACTIONS in grade 4. On the 2011 FCAT Mathematics assessment, 49% of students exhibited difficulty, scoring below 70% on this subtest area. This content area stands out above the other content areas as an area of concern. 32 students of the 68 students tested scored below a score of 70.

84% of students scored a level 4 and or 5 on last year's test.

Fifth Grade:

While fifth grade scores are also among the state's highest, the decrease in the number of students scoring at the highest levels which began in grade four is consistent in grade 5. Overall however, the differences in year-to-year performance was minimal. 2011 scores evidenced an increase in overall Developmental Scale Scores, however experienced a decrease in students scoring at the highest levels (Level 5: 31% in 2010, 24% in 2011; Level 4: 45% in 2010 and 35% in 2011). Students scoring level 3 increased from 7% in 2010 to 22% in 2011. The overall pass rate increased from 98% in 2010 to 99% in 2011.

76% of students scored a level 4 and or 5 on last year's test. Our data shows that there was an increase in level 4 scores by 16% to the year before having 23% of level 4's. We showed a decrease of 15% from level 5 to level 4. This is an area of focus for our school this year.

Sixth Grade:

Sixth grade scores also evidence consistency. Encouraging is the increase in the number of students scoring at the highest levels each year. In both 2008 and 2010, 100% of sixth graders scored at or above grade level. This number decreased to 98% in 2011 with 1 student achieving a level 2. Other scores remained stable, with an increase of students moving from level 3 to level 4. In each of the last three years, the number of students scoring at level 5 has increased to above 60% of the student population. 92% of students scored a level 4 or 5.

School-wide, an overall 85% scored at or above level 4.

Conclusions:

Stevenson's test scores are consistent and are the envy of most schools; however, the decrease in students scoring at the highest levels in grades 4 and 5 is an area which should be examined. Is it content, methodologies or some other factor? Do grade levels focus on different subject areas? All of these are hard questions that we must ask ourselves as we seek to maintain a high level of student performance.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Our objective is to prepare students using the Next Generation Sunshine State Standards, focusing on shared best practices and imbedded in the practice are low, moderate, and high complexity process skills. Teachers use assessments in math for the purpose of looking at student' conceptual understanding, problem solving strategies, communication of mathematical concepts and student's logical and reasoning behind solutions. Principles and Standards for School Mathematics (NCTM 2000) states that "Instructional programs should enable students to develop and evaluate mathematical arguments and proofs and that this should occur in the early grades. Explaining one's ideas is an essential part of developing mathematical arguments. Being able to clarify those ideas to others involves reasoning. When this occurs, according to the work of Whietnack and Yackel (2002), students not only have to explain and justify the ideas that they had as they think through about the problem to solve they do so by reasoning about mathematical ideas the help to form arguments for solutions to the problems. When this is done, other students are encouraged to present their personal ideas so tat others might evaluate those. At Stevenson, our mathematics cadre has determined that there is a need to train teachers so that they may establish classroom environments that facillitate students' mathematical conceptual development. As Leiter, 1980, Mehan and Wood, 1975 focused heavily on developing a framework for learning that included a cognitive perspective with a constructivist philosophy, our goal is to develop a similar philosophy and perspective so that we may make sense of our experiences in the classroom. Our classroom environments need to foster student's making sense through reason while focusing heavily on the process of participation of all students in an interactive way. By developing learning inquiry mathematics classrooms, Stevenson believes it will help to build students understanding as they participate in negotiating classroom norms as they relate to mathematics (Voigt,1992).

The cadre has come to realize that typically, project based classrooms consistently led by teachers through discussion of problem posed in a whole-group setting, collaborative small-group work between pairs of children, and follow-up whole-class discussion where children explain and justify the interpretations and solutions they develop during group work has more than moderate success. This is due to the instructional tasks and the instructional strategies used in these "project-based classrooms". Through experimentation, our conclusions are beginning to reflect that the approach is that mathematical learning is both process of the active individual construction and the process of acculturation into the practice of mathematics that creates broader understanding. This has been supported by both Glaserfeld, 1984 and Bauerfeld, 1993. Ideally, students should challenge others' thinking and justify their own interpretations in mathematics as well as science, or literature too. Therefore our research suggests that the new socio-mathematical norms that we want to establish in our school is the acceptance of students having the ability to accept explanation and justify the actual process to others. This will be a significant change as teachers work with each other to collaborate this new inquiry based mathematics approach. This is a veering away from solely procedural instruction that Cobb, Wood, Yackle and McNeal 1992 defined.

Teachers with whom administration has worked with regularly asked if anyone had solved a problem in a different way. This has led to define better the mathematical differences in teaching and learning that will help to clarify and illustrate how students learn best. By having teachers participate in exchanges such as this, students will learn how to legitimize solutions that involve decomposing and recomposing numbers in differing ways but not those that were little more than restatements of previously given solutions. Our school will attempt to further the pedagogical agenda by guiding the development of "taken-as-shared" understanding of what mathematics is. Our shared best practices will be led by and clearly defined by autonomy. By focusing on the autonomy led classroom, the intent will be that students become more intellectually aware of, and draw on, their own capabilities when making mathematical decisions and judgments as it relates to their practice (Kamii, 1995). Hopefully, what we will find is that our current students will be contrasted with those students who are intellectually heteronomous and who rely on the pronouncements of an authority to know how to act appropriately at a given time. The link between the growth of the intellectual autonomy and the development of the inquiry-based mathematics classroom is that the teacher guides the development of a community of learners (these are the students who validate and encourage others) and hence the devolution of responsibility is parceled out among all stakeholders in the classroom.

It is important to understand that the work of our cadre has spent time to consider the notion of having a socio-mathematical classroom of expected norms seriously. It has talked extensively about the teacher's role as a representative of a mathematical community. Our plan is to move cautiously so that teachers do not assume that their expected role is to remain passive in the classroom while students are expected to be engaged. The role that we expect of the teacher is that they remain the influencing agent of all aspects of the child's learning. They remain at the heart of teaching and their charge remains to construct knowledge; this may be done through facilitating student learning. Success will be determined by the quality of instruction the teacher provides and the environment that the teacher establishes (socio-mathematical norms) as it relates to the activities student will experience.

In summary of the research on mathematics education, the National Research Council's Mathematics Learning Study Committee reports that all students can and should be proficient in mathematics, and that proficiency involves five intertwined strands:

1. Understanding mathematics
2. Computing fluently
3. Applying concepts to solve problems
4. Reasoning logically
5. Engaging with mathematics, seeing it as sensible, useful, and doable.

Using "number combinations" as an example, understanding refers to a student's grasp of fundamental mathematical ideas. Students with understanding know more than isolated facts and procedures. Students who learn with understanding come to realize that there are common patterns in superficially different situations. The Macmillan McGraw Hill Math program, used in grades K-6, provides a daily review of skills that are necessary for successful understanding of the lesson. Activities provide daily-spiraled review of previously taught concepts and skills.

Students traditionally have been expected simply to memorize the "basic facts or number combinations." Research has shown, however, that students actually move through a fairly well defined sequence of solution methods when they are learning to perform operations with single-digit numbers. This deeper understanding of student learning demonstrates how the four other strands of proficiency - in addition to computing - can be strengthened through the learning of number combinations. In an analysis of studies comparing the effects of using manipulatives with the effect of more abstract instruction, Sowell (1989) concludes that mathematics achievement is increased through long-term use of concrete materials. "Research supports that manipulatives will increase the level of understanding of

mathematics, and the literature clearly advocates the advantages of an environment rich with hands-on experiences for all levels of learners." (Hatfield, 1994, p. 5) Concrete modeling helps students see patterns and generalize processes. Less review and re-teaching time is needed when students have a deeper and more permanent understanding. Scott Foresman, used in grades K-6, develops students' conceptual understanding by using a variety of manipulatives and by transitioning to visual representations. Clear step-by-step models, which link concrete experiences to visual representations, allow children to develop deep conceptual understanding. The program uses a visual and kinesthetic approach to present essential algebraic concepts to students. Learning number combinations can be treated as a problem-solving activity.

Students apply the information from number combinations they know to generate number combinations they do not know. As students talk about how they figured out a particular number combination, they have an opportunity to explain their reasoning - how they did it. By explaining their solutions, they demonstrate and refine their understanding of the relevant relationships. When they consider the relationships among number combinations, students see the learning of number combinations as sensible, not simply as the learning of arbitrary associations between numbers. Engaged in their learning, they begin to see themselves as capable of using numbers to solve practical problems. They also learn that they can generate number combinations if they forget them. They have resources to learn on their own and do not have to depend on a teacher to tell whether they have the right answer. One of the strongest findings from research is that time and opportunity to learn are essential for the development of mathematical proficiency. A substantial and regular amount of time must be devoted to mathematics instruction. The overall guideline of ninety (90) minutes each day is supported for kindergarten through eighth grade. The time should be apportioned so that all the strands of mathematical proficiency receive adequate attention. A significant amount of class time should be spent developing mathematical ideas, not just practicing skills. Students should be working together as a community of learners, not isolated individuals. Students should be encouraged to generate and share solution methods. Mistakes should be valued as opportunities for everyone to learn, and correctness should be determined by the logic and structure of the problem, rather than by the teacher. Questioning and discussion that elicit students' thinking and solution strategies and then build on these strategies lead to greater clarity and precision. Research on vocabulary instruction supports various teaching methods such as definitions, context, semantic mapping, mnemonic devices, and others. "Direct instruction on words that are critical to new content produces the most powerful learning. The effects of vocabulary instruction are even more powerful when the words selected are those that students most likely will encounter when they learn new content." (Marzano, Pickering, and Pollock, 2001, p. 127) "Without an understanding of the vocabulary that is used routinely in mathematics instruction, textbooks, and word problems, students are handicapped in their efforts to learn mathematics." (Miller, 1993, p. 312) The Math program used in grades K-6, implements the research on vocabulary development with direct instruction that incorporates a variety of techniques and strategies including word walls, hands-on activities, word files, math picture dictionaries, and a multimedia math glossary. "Effective teachers tend to recognize individual and group differences among their students and accommodate those differences in their instruction. They adapt instruction to meet student needs, which requires careful assessment and planning for all students in the classroom, as well as the ability to select from a range of strategies to find the optimal match to the context." (Stronge, 2002) Curriculum-based evaluation that uses frequent, and usually brief, measures of student performance on specific curriculum elements is essential for making decisions about individual students' placement and pacing within an instructional program. The Macmillan Math program, used in grades K-5, assesses students' levels of understanding and skill competency through frequent prerequisite skills assessments. Instruction is then individualized through the intervention options that provide strategies and lessons for intervention and enrichment.

"How do I better align, implement, and connect the standards to

assessment?" This year, Stevenson's plan for improvement in mathematics will involve three specific components:

- Alignment
- Expectations
- Cognitive understanding

These core components help to provide teachers with practical strategies to help quantify and qualify the characteristics that inform teaching an assessment with the next best direction to take (*by Aurelia Hartenberger, Connecting Assessment to Standards through Conceptual Competencies*). Our idea is to facilitate student success by teaching with the end in mind, or the outcomes first. At first sight, this may be viewed as "assessment driven" in approach. Stevenson will focus on individual skill building as an essential part to building our curriculum or lesson plans. Factors included are the development of conceptual understanding through executive function processes, i.e. mental operations applied to knowledge such as planning, problem solving, and analysis, rather than mere facts for mastery. Students will understand that there are big ideas that can be transferred to other ideas once basic skills and knowledge are mastered. Teachers will be asked to identify –

- What students should know
- What students should be able to do
- What do they actually understand

Even the Consortium of National Arts Education Association is a strong preponderant of aligning assessments to standards that should engage analytical, interpretative, critical and creative thinking skills all hence building conceptual competencies as behavioral objectives. These help to define high expectations of knowledge and performance by students and to identify the cognitive demands of understanding in mathematics. This can be seen by having clearly defined performance objectives that the teacher creates. What Stevenson teachers are responsible for is to understand how to present "good questions." Teachers will learn to understand that it is all *in the presentation* in order that we have students highly engaged in making the process of answering questions meaningful. These are the considerations that are essential for teachers when posing quality questions:

- o Understand the mathematics imbedded in the question
- o Present the question clearly using accessible mathematical language
- o Set clear and reasonable expectations for student work
- o Allow for individual approaches, methods, and or answers
- o Add variety and or more data to a question to ensure accessibility for all students (differentiate)
- o Make us of concrete materials (manipulatives)
- o Allow ample time for discovery and consideration of all possible answers and strategies
- o Determine what potential misconceptions, language, concepts, or

directions may raise difficulties for students (*number talk*)

- o Determine what follow-up questions will be asked that readdresses misconceptions or difficulties

(Good Questions for Math Teaching, Lainie Schuster & Nancy Anderson, 2002)

(Kathwohl 2001) It has been suggested by cognitive psychologist that the framework of Bloom's Taxonomy move from one dimensional thinking to two dimensional thinking where the "how to do something" methods of inquiry, and criteria for using skills, algorithms, techniques, and methods are heavily focused in lieu of focusing only on factual, conceptual, and procedural thinking. *(Wiggins, G. & McTighe, J. 2005)*

At Stevenson, teachers are working hard to transfer student thinking by asking them to explain their solutions and why they make sense. *Siegler (2003)* proposed that asking students to explain why incorrect answers are incorrect is necessary if students are to learn from their mistakes. He believes that is more valuable than to merely explain why answers are correct. He defines this method as explicit analysis. When a student is asked to analyze flawed responses, they have to draw on and articulate key mathematical concepts. They engage in mathematical reasoning. Such reasoning takes a student through the steps that either support or not their thinking and what path they took to achieve the results they have. At Stevenson, teachers must provide intentionally planned experiences that require students to extend and deepen their mathematical knowledge. *Perkins and Salomon (1998)* suggest that too often activities that support process of abstracting, connection making, and transferring are rarely done persistently or systematically. The National Council of Teaching Mathematics points out that in order to build capacity in Mathematics; teachers must value student's previous experiences by making them apply prior knowledge to increase learning of complex situations or mathematical problems. The Mathematics council urges teachers to provide well planned instructional opportunities that build the capacity to transfer or make use of knowledge in novel context to the day's lesson (teachable moments). Teachers should provide regular opportunity for students to reflect on why a procedure or approach that leads to answers makes sense. They encourage teachers to find deliberate opportunities to have students make connections across the content areas and to use their previously learned ideas in more sophisticated settings that will extend mathematical thinking and their capacity to reason. Stevenson's teaching staff will provide reinforcement without delay by being honest about a child's performance and to realize that appropriate feedback does not hurt a child's self-esteem, to expect math facts to be memorized in order that more complex solving problems can occur, to require proficiency first and speed later when responding to questions, to use graphic organizers to sort information, to have students physically cross out all wrong answers and make appropriate and necessary corrections so that it is perfectly (100%) correct.

Dividing Fractions:

Dividing fractions by far is considered by many to be one of the most complicated procedures in the elementary school mathematics curriculum. These computations are not only complicated but also challenging to explain in context to word problems. Stevenson will explore with its staff three representative work samples and common misconceptions. By doing so, it is Stevenson's intent to offer insight based on the measurement model of division approached by repeated subtraction to clarify misconceptions commonly found with our students. Our failure to address these misconceptions as a professional staff inhibits the understanding of meaningful computations underlying the division by fractions. Other content that teachers will focus on through training presented by the Math Cadre (Professional Learning Team) will be on Area, Volume, Surface Area and Order of Operations.

Analysis of Current Practice:

(How do we currently conduct business?)

Refer to Goal 1 as our pedagogy and practices are predicated upon the same beliefs as outlined in Goal 1.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

SCHOOL-BASED OBJECTIVE

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

Stevenson will implement a systemic model for questioning supported by 21st Century Skills and an emphasis on basic mathematic skills, numeration, fractions and "number talk". An effort to provide quality formative feedback to students and increase student achievement on FCAT Mathematics: Maintain or *increase* the number of students scoring at levels 4 and 5 equally 90% of our overall tested population is our "stretch goal." Stevenson will move student's understanding of those students scoring level 4 to level 5 by .5% and in particular at the 4th and 5th grade levels.

& In addition, teachers of students in grades kindergarten through second grade will provide quality formative feedback from cumulative tests as well as Metropolitan 8 Testing so that students understand the importance about what the success criteria are that they are being judged. By teachers doing so, Stevenson is expected to see an increase in Metropolitan 8 Test scores by 5% by the end of the school year when we can analyze the data from the previous school year.

STRATEGIES:

<i>ACTION STEPS</i>	<i>PERSON RESPONSIBLE</i>	<i>TIMETABLE</i>	<i>BUDGET</i>	<i>IN-PROCESS MEASURE</i>
Establish goals for mathematics Cadre	Administration	Preplanning Week	\$0.00	Scheduled meetings are: 9/22/11 10/20/11 11/17/11 02/02/12 03/01/12
Read and present articles on the following: (1)"Break the Area Boundaries," by McDuffie and Eve.	Individual Cadre Members	(1) February 2, 2012	\$0.00	Discussion and reflection by teams.

<p>(2) "Reflection Framework for Teaching Math," by Merritt Kaufmann</p> <p>(3) "A Global Look at Math Instruction," by Gi Won Son.</p> <p>(4) "Identify fractions and decimals on a number line," by Shaughnessy</p> <p>(5) "Building Understanding of fractions with Lego Bricks," by Gould</p>		<p>(2) March 1, 2012</p> <p>(3) Sept 22, 2011</p> <p>(4) Nov 17, 2011</p> <p>(5) Oct 20, 2011.</p>		
<p>Teach teachers about the misconceptions about "Fractions" and how they relate to student learning</p>	<p>Teachers</p>	<p>November</p>	<p>\$0.00</p>	<p>Model, demonstrate, discuss, reflect together and independently as a teacher</p>
<p>Observe teachers using "best practices" from readings.</p>	<p>Administration Teachers</p>	<p>Year long schedule</p>	<p>\$0.00</p>	<p>Post observation discussions.</p>
<p>C@S meetings on best practices, methods, test administration and data review, etc.</p>	<p>Administration Teachers</p>	<p>Yearlong schedule</p>	<p>\$0.00</p>	<p>Minutes and meeting agendas</p>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total
Population: From 98 % in 2011 to 100 % in 2012.
Level1: From 0 % in 2011 to 0 % in 2012.
Lowest
25%: From 76 % in 2011 to 86 % in 2012.
Learning
Gains: From 76 % in 2011 to 86 % in 2012.
White: From 98 % in 2011 to 100 % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
From % in 2011 to % in 2012.

Math:

Total
Population: From 99 % in 2011 to 100 % in 2012.
Level1: From 0 % in 2011 to 0 % in 2012.
Lowest
25%: From 73 % in 2011 to 83 % in 2012.
Learning
Gains: From 73 % in 2011 to 83 % in 2012.
White: From 99 % in 2011 to 100 % in 2012.
Blacks: From % in 2011 to % in 2012.
Hispanic: From % in 2011 to % in 2012.
ELL: From % in 2011 to % in 2012.
SWD: From % in 2011 to % in 2012.
ECD: From % in 2011 to % in 2012.
Other:
From % in 2011 to % in 2012.

Writing:

Total
Population: From 100 % in 2011 to 100 % in 2012.

Science:

Total
Population: From 96 % in 2011 to 100 % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 2

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- ✓ 1. Maintain effective and efficient resource management.
- ✓ 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- ✓ 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

& Science classes are held in heterogeneous groups. Teachers utilize the district adopted core curriculum to develop lessons and activities to teach the Next Generation Standards. Last year, a focus area that our school strived for was to increase the level of learning and engagement related to the science fair projects. Stevenson teachers will continue to help children by emphasizing that investigations often do not turn out the way we expect, and that this is perfectly acceptable as a part of science. What is more crucial to student's learning is that they actively participate in science by meaningfully engaging in thoughtful experimentation whereby students thoughtfully formulate a hypothesis that will be observed, logged carefully in a journal, and exhibit deliberate reflection about the experimentation and process. Teachers will continue to assess periodically during the science fair process, such as the elements of question approval, accurately written hypothesis, measurable materials list, clear and detailed procedures, clearly written, detailed and consistent journal notes, data collection charts used appropriately, and appropriate use of graph reflecting data results. Specific timelines help to keep teachers and students on a schedule so that all commitments are honored prior to our actual fair. Students are taught how to form predictions, plan appropriate science experiments that are observable, and document their findings, composing an hypothesis, conducting appropriate research and how to gather background information, and finally setting up a data collection system that is qualitative and quantitative in nature. Students are asked to identify and clarify the variables used. Finally, students are taught to present their work (*Science Fair Central - Discovery Education, 2008*). &One of the strategies that Stevenson believes made a significant difference was to include parents as a part of the training process. Stevenson will hold again its SCIENCE EXPO NIGHT that has very specific topics for discussion. By involving parents in hands - &on activities directly linked to science content, parents receive direct exposure about what their children are learning in science class. These training nights help to explain to parents that the subject of science requires critical thinking along with paying careful attention to detail. Using inductive and deductive reasoning skills are paramount to a student's success. This too is explored at Expo Night. Practice in a laboratory-like setting provides students with invaluable experience as a young scientist. Stevenson teachers make every attempt to replicate this environment for students in the everyday classroom. With specific equipment, practice and much collaboration, students are able to witness others at work while learning to compare what they observe, find and analyze why different variable produce certain results. Students have to answer an array of high - &order/complex thinking

questions about science. Last year, a series of meetings occurred after our school-wide science fair was conducted. Those students who placed who would eventually send their projects to area science fair, met with a host of faculty to discuss their process about their projects. This proved to be invaluable for students. This brought Stevenson exemplary results last year winning us 13 awards and three best of show places. It is the school's belief that science fair contributes to student's having hands-on experiences thereby bringing deeper understanding about science. This year, Stevenson will continue to hold teacher student meetings in a similar fashion as last year, only, a new battery of teachers will be involved in the questioning process with students. This will bring new experiences to those teachers that have not been involved in this before. Administration played a key role last year as they will this year by attending all the meetings.

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&The trend over three years reveals:

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& Our science scores have remained consist, with RLS scoring at the highest levels in the state.

&The most recent scores showed a decrease in the number of students scoring at the highest levels. Of note was a decrease in the number of students scoring level 4 and the increase in the number of students scoring level 3. 2011 scores remained consistent with 96% of students performing on or above grade level and 04% students scoring a level 2. We will continue to strive to have students participate in conducting high level science fair experimentation with high-level thinking so that they remain competitive at Area Science Fair. For 2011 school year, Stevenson would like to increase our awards from 13 to 15 at the Area Fair.

&

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

While some of our students are successful understanding science content, others have difficulty processing very abstract concepts. For those students, they quickly become frustrated because they cannot identify with the *vocabulary*, cannot find the words to explain what is taking place in scientific terms, and want to easily disengage. These students exhibit a higher level of frustration than others. Their parents want to help but need training on how. Stevenson continues to offer training called SCIENCE EXPO Night which is meant to assist both students and parents with science fair, science vocabulary and science concepts. Stevenson has found that when parents remain positive about science, their children are likely to do the same. Our goal is to make parents as well as students view science as cool to learn and to remain motivated to learn when concepts are difficult to understand.

An idea that has been discussed between schools with a similar demographic (Stevenson/West Melbourne) is to conduct the science investigations in each school's respective lab while at the same time having the opportunity to video stream each setting so that students would see other students involved in science in a similar fashion. At that time, a series of questions would be posed

to each group based on their lab observations. Students would be expected to convey information, analyze their findings and communicate them to the other school. Once the experiment is completed, a specific blog sight would be available for students to text each other information related to the experiment. The idea is to have students involved in accessing 21st Century technology, an array of skills that invite further collaboration, and eventually to develop a reporting mechanism about their learning. It is believed that our students are heavily involved in technology more than we give them credit for. The rationale for this is to motivate students to apply subject content learning to something that they like doing otherwise. Our science program is being enhanced due to the infusion of 21st Century media skills included in our instruction and learning. This took place last year and while we viewed it as successful, there are parts to the unit of study that both schools would do differently. Hence, we have formed a leadership cadre comprised of key personnel at both schools that will meet to review last year's plan in order to develop this year with modifications that will lead to greater success in achieving an increase in student performance. Criteria will be established to measure the outcomes of this year's plan at a meeting set by the two schools.

Analysis of Current Practice:

(How do we currently conduct business?)

Our students come to science class with ideas about how the world works - ideas that are often different from the accepted science ideas. Our teachers work hard to help students rethink their ideas through a process of conceptual change. Once this process is in place, the teacher helps students to regulate their own thinking by teaching them strategies that help students to monitor their own progress. Metacognition (thinking about their own thinking) is an important part in self-regulating when it comes to setting personal learning goals (*Schraw, Crippen and Hartley, 2006*). Not only are students taught to ask questions, but concept mapping is used to help students express ideas. Eventually, students learn how to best plan and monitor investigations, evaluate explanations and models, and self - reflect on their learning thereby achieving a deeper understanding of science. According to research conducted by the *National Research Council and National Science Teachers Association* , an elementary science program should include science content standards embedded in inquiry - centered curriculum patterns that are developmentally appropriate, interesting, and relevant to students' lives. Experts say that students who are taught science in a hands - on, inquiry - based manner in elementary school can begin to develop important life - long science literacy skills such as problem solving, critical thinking, and teamwork. The district adopted science program, Discovery Science/National Geographic, reflects the research by providing the following:

Standards - based life, earth, and physical science content correlated to the Florida Sunshine State

Standards and National Science Education Standards, hands - on, inquiry -

based investigations are opportunities to develop and maintain science process skills. A high level of probing questions is asked of students in order that they learn to conduct investigations using their reasoning skills that are associated with their findings and answers.

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

SCHOOL-BASED OBJECTIVE

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

Stevenson will implement a systemic model for questioning supported by 21st Century Skills (collaboration, presentation/communication, and project-based distance learning) and an emphasis on basic science concepts. An effort to provide quality formative feedback to students and increase student achievement on FCAT Science: Maintain or *increase* the number of students scoring at levels 4 and 5 equally 90% of our overall tested population is our "*stretch goal*." Stevenson will move student's understanding of those students scoring level 4 to level 5 by 5% and in particular at the 4th and 5th grade levels. 53% scored at or above level 4 or 5, while 96% scored a level 3 or above. Our stretch goal is to have 100% score a level 3 or above and to increase the level of 4 to level 5 by .5%.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Establish goals for Science Cadre	Administration	Preplanning Week	\$0.00	Scheduled meetings: 09/22/11 10/20/11 11/17/11 02/02/12 03/01/12
Decide on lessons that impact student learning by developing and modeling lessons that are "hands-on" in the science lab that target the standards, differentiate instruction and set targets for learning	Cadre members will model for teachers in the lab	See schedule	\$0.00	Teachers will observe Cadre members presenting predetermined lessons (model lessons).
Develop extension lesson based on lesson observed by Cadre members from the	Cadre Members/Teachers	See schedule	\$0.00	Cadre members will reflect on instructional

above strategy				techniques that were used to maximize student learning opportunities.
Participate in distance learning project (SciWiFi) with West Melbourne Elementary School of Science (Fifth Grade)	Administration Teachers	See master calendar	\$2,50...	Student presentations.
Train teachers and students about appropriate questions linked to Science Fair Projects	Teachers Students	Second quarter	\$0.00	Student presentations
Discuss the 3 components of Science: Scientific Knowledge, Scientific Process and the Nature of Science as it relates to a scaffold approach to inquiry, observation and inference	teachers and administration	grade level agendas, science cadre		Minutes and Cadre discussions

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total Population: From 98 % in 2011 to 100 % in 2012.
 Level1: From 0 % in 2011 to 0 % in 2012.
 Lowest 25%: From 76 % in 2011 to 86 % in 2012.
 Learning Gains: From 76 % in 2011 to 86 % in 2012.
 White: From 98 % in 2011 to 100 % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other: From % in 2011 to % in 2012.

Math:

Total Population: From 99 % in 2011 to 100 % in 2012.
 Level1: From 0 % in 2011 to 0 % in 2012.
 Lowest 25%: From 73 % in 2011 to 83 % in 2012.
 Learning Gains: From 73 % in 2011 to 83 % in 2012.
 White: From 99 % in 2011 to 100 % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other: From % in 2011 to % in 2012.

Writing:

Total Population: From 100 % in 2011 to 100 % in 2012.

Science:

Total Population: From 96 % in 2011 to 100 % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 3

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

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

Stevenson will implement a systemic model for questioning supported by 21st Century Skills (collaboration, presentation/communication,) and an emphasis on writing conventions. An effort to provide quality formative feedback to students and increase student achievement on FCAT Writes: Last year we had 100% of our students score level 4 or above. 73% of students scored a level 5 or 6. Stevenson scored an overall average of a 4.9 on FCAT Writes (the fourth highest score in the State). To increase the number of students scoring at levels 5 and 6 to 80%. Our focus will be on writing conventions due to new standards in writing that have been outlined by the state.

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

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- ✓ 1. Maintain effective and efficient resource management.
- ✓ 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.
- ✓ 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Needs assessment that supports the need for improvement)

While our FCAT Writes scores are overall high, students will be taught how to incorporate elements of good writing in a host of ways that are original so that their personal voice is apparent. An array of graphic organizers will be used providing students with options from which to write. From reviewing our student's writing samples, it will be encouraged that students explore unique phrases, transitions, colorful language and vocabulary that best describes what they want to say and to analyze if this best meets the specific prompt. Our writing program attempts to balance language acquisition and critical thinking that encourages students to pose student-owned questions in their essays. The Concord Review and Will Fitzhugh encourages the practice of good teaching by having students incorporate real facts, dates, and quotes from experts in their writing. He also advocates that students should write more than a five paragraph essay but warns that self-indulgent writing is strongly discouraged. Teachers try to have students focus their writing on personal experiences when possible. Our program analyzes whether students can conceptualize knowledge more deeply by using the habits of reading, writing, talking, and thinking. While the standards are being modified with more emphasis on conventions in writing, our teachers are meeting to address what this actually means and how it will impact our teaching methods. Our writing program is indirectly grounded in the five principles of reading designed for rigorous, inquiry-based instruction that integrates core academic content. Many Stevenson's teachers work to marry the teaching of content as well as the process; hence increasing literacy - meaning reading and writing. Our research has shown that when students are asked to construct meaning by explaining in writing allows the student to probe deeply about the overarching questions thereby allowing the student to go beyond the textbook, literature, or other sources of information being provided. From Teach Like a Champion by Lemov, (p 137-138) "When everybody writes to know what I am thinking..." helps to clarify for students their thoughts. For teachers, it helps them to understand what is learned – hence now giving the teacher direction for formative feedback about both writing as a process (**conventions**), and also for misconceptions about varied content because students are asked to explain or defend, or clarify their thinking.

Best Practice:

(What does research tell us we should be doing? Benchmark your results)

Teachers will present target skills by modeling how they are used in a sentence or in an essay in a multitude of ways so that students realize that they have options. Through the use of our school-wide writer's notebook, four square, power writing strategies, Melissa Fornay's work, Brevard's Piece By Piece Writing plan. By having ample discussions with students about the characteristics of which elements of writing work best and why it does will help student to acquire good writing skills. The teacher questions and assesses student understanding by analyzing how students respond without reducing the cognitive demand of the task. The dynamic relationship among the task, text, and talk enables the teacher to formatively assess how much students understand as the lessons progress. Teachers drive instructional decisions based on the results of their assessments. Teachers treat students as capable thinkers, readers and writers who expect students to take risks, solve problems and reflect on their learning (*Resnick and Nelson-LeGall, 1996*). The focus will continue on teaching students to personalize their writing so that individual voice is recognized and not a *canned set of phrases* seen in each paper. Text structure, grammar and conventions will be heavily emphasized this school year.

Analysis of Current Practice:

(How do we currently conduct business?)

The walls are plastered with handwritten charts, diagrams, word walls, along with records of ideas students have generated in discussion. Students talk, discuss, and write by referring to the displays on the walls or doc cam. Students use computers or work independently, or in cooperative groups at desks to exchange, critique and comment on writing. Teachers often infuse the idea that you need to "read and write like a reporter" (*Mihalakis and McConachi, 2006*). Over many weeks, students will be involved in reading, writing, talking and thinking in specific patterned ways about sequencing text that serves both as information as well as models of good expression (written communication) (*Bartholomae & Petrosky, 1986/2002*). To learn how to generate good research questions and good expository writing, teachers help students to analyze and examine exemplary models of expository writing. When teaching writing conventions and reading comprehension, teachers share their thinking out loud (modeling) by summarizing, predicting and incorporating factual information that would make their writing more comprehensive and credible. Teachers develop examples of exemplary writing helping to clarify understanding of how elements of writing are used. After questioning and modeling, formative assessments are devised to help to guide future instruction. Teachers encourage students to connect their own lives by choosing words and phrases that help to describe what they mean - making it an original piece of written work. Another practice that is as much a part of our reading plan as it is our writing plan is that students must explore different genres. As the *Concord Review* (www.tcr.org.) seeks to promote non-fiction reading and the development of expository writing competence, we also

expect our students to write about a subject other than themselves and included in the paper a source that supports their thinking (**referencing**). Many of our teachers at Stevenson also use the Socratic Method when discussions occur helping the student to develop critical thinking skills. To define terms and extend their reasoning, students must think about the essential questions (understand the **Big Picture Ideas**) long before students put pencil to paper. Writing when it happens will be an extension of student thought and discussion. Essential questions provide a lens for literary interpretation by helping to set the parameters for student arguments and define the culminating writing assignments. A school wide writing reference notebook is being reviewed to see if the developmental practices are being followed and if they are still viewed as meaningful and purposeful. Is our vertically alignment plan working? **The Writing Cadre** will be assessing a composite of student writing samples at all grade levels by applying the state rubric to student writing. Having teachers reflect on the scoring and all the of the considerations in giving a particular score to a paper will provide teachers with experience in the process as well as to hear what fellow colleagues believe about the same work. Through meaningful discussion, the intent is to broaden the understanding about what factors teachers consider a "*great paper*" to those that are less so.

Writing Data reveals:

On the 2011 Spring FCAT Stevenson's writing results are as follows:

Based on the 2011 FCAT, 100% passed the standardized writing test. 26% scored a level 4, 55% scoring a level 5, and 18% scoring a level 6. While these are exceptional scores with a 100% pass rate, it is of note that this is the first year after several years where RLS was not the highest scoring school in the state on the writing assessment.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

SCHOOL-BASED OBJECTIVE

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

Stevenson will implement a systemic model for questioning supported by 21st Century Skills (collaboration, presentation/communication,) and an emphasis on writing conventions. An effort to provide quality formative feedback to students and increase student achievement on FCAT Writes: Last year we had 100% of our students score level 4 or above. 73% of students scored a level 5 or 6. Stevenson scored an overall average of a 4.9 on FCAT Writes (the fourth highest score in the State). To increase the number of students scoring at levels 5 and 6 to 80%. Our focus will be on writing conventions due to new standards in writing that have been outlined by the state.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Establish goals for writing cadre	Administration	Preplanning Week	\$0.00	Schedule meetings are: 09/22/11 10/20/11 11/17/11 02/02/12 03/01/12
Collect student writing samples including low, moderate, high to establish elements of quality writing and the "Stevenson Anchor Papers" by grade level	Administration Teachers	Sept 22, 2011	\$0.00	Review writing samples using DOE rubrics and scoring each.
Present the writing rubric to teachers indepthly and learn how to effectively apply it to student writing in all grade levels	Writing Cadre	October 20, 2011	\$0.00	Review rubric in relationship to Stevenson student samples.

Teachers will receive random selection of student writing samples to score.	Administration Teachers	Nov. 17, 2011	\$0.00	Apply rubric with explanation about teacher scoring.
Align the school's writing reference notebook so that it vertically aligns to grade level skills	Writing Cadre	Feb 2 & Mar 1, 2012	\$0.00	Establish strengths and weaknesses of the writing notebook with intent to improve alignment.
Review Tropicana Speech criteria in relationship with writing skills.	Teachers Students Administration	March 2012	\$0.00	Student presentations
Invitation to Write Video presentation to teachers	All Teachers	September 8, 2011	\$0.00	Video review with grade level teams and discussion follow-up.
Develop/Create/Review/Reflect on each grade level project team that involves imbedded 21st Century skills and technology that clusters of students work to create based on content taught	Teachers/ Administration	October/January. April	\$0.00	21st Century Cadre Meetings/Grade Level teams/ Whole Faculty Meetings/ Public Presentation Events

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

EVALUATION:

OUTCOME INDICATORS

Results on the FCAT will demonstrate the following improvements:

Reading:

Total Population: From % in 2011 to % in 2012.
 Level1: From % in 2011 to % in 2012.
 Lowest 25%: From % in 2011 to % in 2012.
 Learning Gains: From % in 2011 to % in 2012.
 White: From % in 2011 to % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other: From % in 2011 to % in 2012.

Math:

Total Population: From % in 2011 to % in 2012.
 Level1: From % in 2011 to % in 2012.
 Lowest 25%: From % in 2011 to % in 2012.
 Learning Gains: From % in 2011 to % in 2012.
 White: From % in 2011 to % in 2012.
 Blacks: From % in 2011 to % in 2012.
 Hispanic: From % in 2011 to % in 2012.
 ELL: From % in 2011 to % in 2012.
 SWD: From % in 2011 to % in 2012.
 ECD: From % in 2011 to % in 2012.
 Other: From % in 2011 to % in 2012.

Writing:

Total Population: From % in 2011 to % in 2012.

Science:

Total Population: From % in 2011 to % in 2012.

ADDITIONAL OUTCOME INDICATORS:

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PROGRESS MONITORING

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Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request</i>	<i>School Based</i>
<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 4

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

Stevenson will implement more opportunities for parents to participate in their child's education. Last year, Stevenson overwhelmingly achieved over 18,000 hours of volunteer time. We would like to maintain this number or increase it by 2%. More importantly, we continue to address the client survey by opening the lines of communication with our parents so that they are well informed about their child's progress and how we may help. *Stretch Goal:* Our student-led conferences will increase the awareness level of our efforts by having students reflect purposefully and more meaningfully about their progress.

- Parental Involvement

Operational Expectations

Goal 1: Student Achievement

- 1. Maximize student potential in core area achievement.
- 2. Close achievement gaps.
- 3. Deliver quality non-core area learning opportunities that provide students with a well-rounded education.
- 4. Promote student acquisition of 21st century skills.

Goal 2: Safe, Healthy and Productive Work and Learning Environment

- 1. Provide adequate and appropriate facilities.
- 2. Maintain a safe work and learning environment.
- 3. Foster shared purpose and collaboration throughout the organization.

Goal 3: Capable and Engaged Workforce

- 1. Recruit and retain the highest quality staff.
- 2. Build leadership and job-related capacity at every level of the organization.
- 3. Promote continual learning and innovation through reasonable levels of autonomy, accountability and ownership.

Goal 4: Fiscal Responsibility and Organizational Effectiveness

- 1. Maintain effective and efficient resource management.
- 2. Utilize strategic planning that provides organizational focus and fosters continuous improvement.

- ☑ 3. Maintain effective school/community communication and partnerships.

RATIONAL

Data Analysis from multiple data sources:

(Utilize results from the Parent Client Survey to develop this Needs Assessment) Click Here for Parent Client Survey Results - <http://parentsurvey.brevardschools.org/menus.html>

Robert Louis Stevenson Elementary School of the Arts boasts an exemplary relationship with families in pursuit of educational excellence. As a component for enrollment, families agree to provide a minimum of twenty (20) volunteer hours to the school. These include opportunities to work collaboratively with teachers in classrooms, assist with the supervision of activities, attendance at parent information nights, open houses, etc.

Developing a strong partnership with our families and community is essential to the continued growth of the school and especially to students. The school boasts one of the highest rates of volunteer participation in the district, and achieves an annual overall positive rating on the district's annual "client survey."

A Summary of the Results of the 2011 Client Survey:

Stevenson is one of the few schools in Brevard to have 100% participate in our school client survey last year. Our parents care about education and we like it that way! The intent in participating in the Client Survey is to allow us to see through your eyes how we are fairing and to make improvements as necessary. Just as we want to see our students improve so that they are the best they can be, we too want to strive to be the very best we can be. This is an overview of the 2011 survey results:

251 parents participated.

96% of parents felt email was the best means to communicate.

71% of parents use edline frequently.

19% of parents view the website frequently.

.8% watch the district television program.

45% of parents read the weekly newsletter.

48% of parents value notes from their child's teacher.

31% of parents like the idea of the personal phone call.

8% of parents find the synervoice useful.

77% of the parents believe that our staff is very friendly. 16% feel we are fairly friendly.

84% of parents feel we are very helpful while 15% think we are fairly helpful.

67% of parents feel that the principal is very helpful while 11% think he is fairly helpful. 21% feel this is not applicable to them.

70% of parents feel that the assistant principal is very helpful while 3% feel he is fairly helpful. 25% feel this is not applicable to them.

90% of parents feel that teachers are very responsive to their needs while 7% feel it is fair to poor.

80% of parents feel the office staff is very responsive to their needs while 15% feel it is fair and 5% feel it is poor.

25% of parents feel the school board staff is responsive to their needs while 64% feel it is not applicable to them.

An overwhelming 93% feel that the academic needs of students are being met.

67% of parents feel that evening events are best and Thursday seems to be the best day for most people.

53% of parents would like us to present more on study skills.

40% would like to see more after school clubs and activities.
An overwhelming 60% feel that they are very satisfied with their level of participating in school decision making.
90% of parents feel that the report card provides ample information about their child's progress.
77% believe that edline is a useful tool for accessing information.
78% believe that we are helping students well with academic support.
89% feel that homework is quality assigned!
90% feel our campus is very clean.
90% of parents believe our after school programs are above satisfactory (good quality programs).
An average of 88% of parents believe we are infusing 21st Century skills and thinking in our core program.
99% of our parents all ow students access to a computer as well as the internet.
91% like the school's student dress code.
91% of the parents believe they are very satisfied with the overall school quality.

Best Practice:

(What does research tell us we should be doing?)

Many studies show that increases in student achievement occur when parents and other caregivers actively participate in their children's education, and when school makes a concerted effort to encourage greater family involvement (*Delors, 1996; Reamirez, 1999; Wentworth, 2006*) student achievement increases. When teachers go about to present information about curriculum, strategies, methodologies and best teaching practices, parents become better informed as much as teachers' feel validated for the work when parents recognize the level of instruction that their child is receiving. Stevenson's overarching goal is to create better and more meaningful relationships with our families. Education is very important to our families and therefore they are highly involved in all aspects of their lives in school. Last year alone, we recorded well over 18,000 hours of volunteer time. This increased by about 1000 hours from the prior year.

Analysis of Current Practice:

(How do we currently conduct business?)

Currently the school uses **EdLine** and **Synrevoice** Rapid Fire Communication to communicate opportunities for parents to become involved in the educational process of their children. We provide a variety of opportunities for families to become actively involved, from our **School Advisory Council**, classroom volunteer opportunities, "**Saturday School Training Seminars**," student performances, informational meetings, academic competitions, and Parent Informational Nights that focus on core content areas, etc. Many of our families view that the short back-to-school **Open House Night** offered in August is not enough time to learn all that want to know about their child's schooling. By introducing parents to how we deliver instruction, they feel more comfortable asking questions about their child's progress. At registration time, all parents are presented with a questionnaire that asks them how they would

like to participate in the "life of the school." For example, many parents serve as a coach for **Junior Achievement**, are a **Career Day Presenter**, or an aid the teacher in the classroom. Some parents choose to mentor a child in either reading or math while others help students with projects that focus on 21st Century skills and technology. This year, we have gone to greater lengths to restructure our parent organization. Calling on parents to participate as a **"Parent Liaison"** has become the school Volunteer Groups primary focus this year. Defining the role and the associated duties with that role of Liaison, Stevenson believes is going to bring about greater and more accurate communication to our community.

Brevard County Public Schools School Improvement Plan 2011-2012

GOAL 5

SCHOOL-BASED OBJECTIVE

(Action statement: What will we do to improve the level of parent satisfaction as delineated in parent survey?)

Stevenson will implement more opportunities for parents to participate in their child's education. Last year, Stevenson overwhelmingly achieved over 18,000 hours of volunteer time. We would like to maintain this number or increase it by 2%. More importantly, we continue to address the client survey by opening the lines of communication with our parents so that they are well informed about their child's progress and how we may help. *Stretch Goal:* Our student-led conferences will increase the awareness level of our efforts by having students reflect purposefully and more meaningfully about their progress.

STRATEGIES:

ACTION STEPS	PERSON RESPONSIBLE	TIMETABLE	BUDGET	IN-PROCESS MEASURE
Establish the role of newly formed parent liason	Principal SAC Chair Volunteer Coordinator	Sept 2011	\$0.00	Parent Orientation meeting Aug 19, 2011.
Hold monthly Parent Liason meetings	Administration Parents	Monthly	\$0.00	First Friday of each month - agenda minutes.
Hold School Advisory Council meetings	School Community	Monthly	\$0.00	3rd Tuesday of each Month (exception: December, June, July).
Offer an array of sponsored events: robotics, chess club, Jr Achievement, Career Day, mentors, classroom helpers, cafeteria support, FPS coaches, OM coaches, science EXPO, coordinated health night,	School Community	See Calendar	\$0.00	Programs and minutes.

curriculum training nights, Parent Orchestra Players, Field Day, Student Performances, Science Fair, DQL Fair, "Stevies," Fourth Grade Movie Trailer Night, Art Shows, 6th Grade Capstone project.				
Offer Mentor training to parents to help assist student learning	Media Specialist/Asst. Principal	See Calendar	\$0.00	list of students in need of a mentor and formalized with a time for mentoring
Develop a Mentor Calendar with instruction provided	Media Specialist/teachers/Asst. Principal	Calendar	\$0.00	Survey students about their experience

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

EVALUATION:

OUTCOME INDICATORS:

(Should be directly connected to the parent client survey results.)

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PROGRESS MONITORING:

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Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

PROFESSIONAL DEVELOPMENT ALIGNED TO THIS OBJECTIVE:

<i>District Request - Other</i>	<i>School Based - Other</i>

Brevard County Public Schools School Improvement Plan 2011-2012

Parental Involvement

BUDGET:

<i>CATEGORY</i>	<i>DESCRIPTION</i>	<i>FUNDING SOURCE</i>	<i>AMOUNT</i>
		TOTAL:	\$0.00

