

Brevard Public Schools

Robert L. Stevenson Elementary School



2021-22 Schoolwide Improvement Plan

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Robert L. Stevenson Elementary School

1450 MARTIN BLVD, Merritt Island, FL 32952

<http://www.stevenson.brevard.k12.fl.us>

Demographics

Principal: Tiffiny Fleegeer A

Start Date for this Principal: 6/3/2019

| | |
|--|--|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School KG-6 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2020-21 Title I School | No |
| 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 23% |
| 2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities Hispanic Students Multiracial Students White Students Economically Disadvantaged Students |
| School Grades History | 2018-19: A (84%) 2017-18: A (84%) 2016-17: A (89%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southeast |
| Regional Executive Director | LaShawn Russ-Porterfield |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | |
| * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here . | |

School Board Approval

This plan is pending approval by the Brevard County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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| Title I Requirements | 0 |
| Budget to Support Goals | 0 |

Robert L. Stevenson Elementary School

1450 MARTIN BLVD, Merritt Island, FL 32952

<http://www.stevenson.brevard.k12.fl.us>

School Demographics

| School Type and Grades Served (per MSID File) | 2020-21 Title I School | 2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
|--|------------------------|--|
| Elementary School KG-6 | No | 23% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 14% |

School Grades History

| Year | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------|---------|---------|---------|---------|
| Grade | | A | A | A |

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The school conducted a vision and mission workshop with all stakeholders over the course of 3 weeks in August 2020. The final vision and mission for the school was developed collaboratively and is as follows:

Mission - To inspire students to strive for excellence through a rigorous, academic and arts-integrated curriculum in a safe, equitable learning community.

Provide the school's vision statement.

Vision - Exemplify excellence in cognition, character, and creativity.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|---|
| Fleeger, Tiffany | Principal | Mrs. Fleeger is the instructional leader of Stevenson Elementary. She provides leadership that allows teachers to grow in their craft and supports a choice school learning environment to enrich the community. She believes that all students can learn and that all learners deserve enrichment opportunities. Mrs. Fleeger is a huge supporter of the arts and its integration into the RLS curriculum. She also has a strong interest in technology and how it can impact learning in the classroom when integrated into instruction. Mrs. Fleeger works collaboratively with stakeholders and the parent community to assess the needs of the school and implement improvement efforts as noted through the observation and feedback cycle. Mrs. Fleeger is dedicated to academic excellence, arts integration, community connectedness, and the growth of all individuals. |
| Vanderpool, Cindy | Assistant Principal | Mrs. Vanderpool's duties and responsibilities are to support teachers in curriculum and instruction. She is the liaison between district initiatives, directives, and classroom teachers. She communicates how the latest programs are tied to best practices and student achievement. She collaborates with teachers to evaluate student, class, and school data and develop instructional plans that lead to student successes as noted observation and feedback cycle. |
| Harrigan, Patrick | Teacher, K-12 | Mr. Harrigan, sixth grade ELA teacher, is a teacher leader. Mr. Harrigan works with the staff and the leadership team to plan and implement the School Improvement Plan, School Advisory Council initiatives, data meetings, and implementation of the new ELA curriculum. Mr. Harrigan is committed to the success of all RLS students. |
| Barrons, Angela | Instructional Coach | Mrs. Barrons, Instructional Coach, provides instructional support to teachers and oversees and participates in common planning for kindergarten through sixth grades. Mrs. Barrons also supports teachers in data analysis, leads us in the MTSS process, and planning for differentiated activities, small group instruction, and interventions in order to increase student learning gains. Mrs. Barrons works with teachers through the coaching cycle to improve instructional practices school-wide. She shares her strong pedagogy with all stakeholders at Stevenson. She provides training for both teachers and parents as it relates to instructional programs. |

Demographic Information

Principal start date

Monday 6/3/2019, Tiffany Fleeger A

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

498

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

9

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 70 | 71 | 71 | 71 | 79 | 67 | 69 | 0 | 0 | 0 | 0 | 0 | 0 | 498 |
| Attendance below 90 percent | 0 | 2 | 5 | 2 | 5 | 3 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 19 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 3 | 1 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 8 |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 2 | 0 | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Date this data was collected or last updated

Friday 9/17/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 69 | 69 | 73 | 73 | 72 | 73 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 504 |
| Attendance below 90 percent | 9 | 4 | 6 | 9 | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|----|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 69 | 69 | 73 | 73 | 72 | 73 | 75 | 0 | 0 | 0 | 0 | 0 | 0 | 504 |
| Attendance below 90 percent | 9 | 4 | 6 | 9 | 3 | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 38 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students with two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified as retainees:

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2021 | | | 2019 | | | 2018 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement | | | | 90% | 62% | 57% | 89% | 60% | 56% |
| ELA Learning Gains | | | | 69% | 60% | 58% | 69% | 54% | 55% |
| ELA Lowest 25th Percentile | | | | 77% | 57% | 53% | 76% | 46% | 48% |
| Math Achievement | | | | 95% | 63% | 63% | 97% | 62% | 62% |
| Math Learning Gains | | | | 86% | 65% | 62% | 83% | 59% | 59% |
| Math Lowest 25th Percentile | | | | 87% | 53% | 51% | 89% | 49% | 47% |
| Science Achievement | | | | 85% | 57% | 53% | 88% | 57% | 55% |

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

| ELA | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 88% | 64% | 24% | 58% | 30% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 85% | 61% | 24% | 58% | 27% |
| Cohort Comparison | | -88% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 93% | 60% | 33% | 56% | 37% |
| Cohort Comparison | | -85% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 93% | 60% | 33% | 54% | 39% |
| Cohort Comparison | | -93% | | | | |

| MATH | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2021 | | | | | |
| | 2019 | 93% | 61% | 32% | 62% | 31% |
| Cohort Comparison | | | | | | |
| 04 | 2021 | | | | | |
| | 2019 | 93% | 64% | 29% | 64% | 29% |
| Cohort Comparison | | -93% | | | | |
| 05 | 2021 | | | | | |
| | 2019 | 95% | 60% | 35% | 60% | 35% |
| Cohort Comparison | | -93% | | | | |
| 06 | 2021 | | | | | |
| | 2019 | 97% | 67% | 30% | 55% | 42% |
| Cohort Comparison | | -95% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2021 | | | | | |
| | 2019 | 85% | 56% | 29% | 53% | 32% |
| Cohort Comparison | | | | | | |

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady Diagnostic: A computer based reading and mathematics assessment which provides three data points throughout the year. The diagnostic reports multiple domains for both subjects, and provides a grade level ranking in each domain and overall for the student. Students are provided goals based on

the initial diagnostic which teachers can track from both periodic progress checks and the two diagnostics.

| Grade 1 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 66 | 72 | 92 |
| | Economically Disadvantaged | 67 | 73 | 93 |
| | Students With Disabilities | 67 | 43 | 100 |
| | English Language Learners | NA | NA | NA |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 40 | 64 | 90 |
| | Economically Disadvantaged | 53 | 64 | 84 |
| | Students With Disabilities | 43 | 78 | 100 |
| | English Language Learners | NA | NA | NA |
| | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 46 | 81 | 92 |
| English Language Arts | Economically Disadvantaged | 38 | 80 | 80 |
| | Students With Disabilities | 50 | 72 | 100 |
| | English Language Learners | NA | NA | NA |
| | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 37 | 67 | 76 |
| | Economically Disadvantaged | 30 | 32 | 72 |
| Mathematics | Students With Disabilities | 40 | 67 | 67 |
| | English Language Learners | NA | NA | NA |

| Grade 3 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 83 | 91 | 96 |
| | Economically Disadvantaged | 38 | 77 | 77 |
| | Students With Disabilities | 80 | 90 | 100 |
| | English Language Learners | NA | NA | NA |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 35 | 68 | 91 |
| | Economically Disadvantaged | 38 | 62 | 92 |
| | Students With Disabilities | 60 | 70 | 100 |
| | English Language Learners | NA | NA | NA |
| | | | | |
| Grade 4 | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| English Language Arts | All Students | 71 | 84 | 90 |
| | Economically Disadvantaged | 79 | 84 | 89 |
| | Students With Disabilities | 50 | 34 | 50 |
| | English Language Learners | NA | NA | NA |
| | | | | |
| | Number/% Proficiency | Fall | Winter | Spring |
| Mathematics | All Students | 48 | 71 | 87 |
| | Economically Disadvantaged | 64 | 55 | 73 |
| | Students With Disabilities | 13 | 50 | 63 |
| | English Language Learners | NA | NA | NA |
| | | | | |

| Grade 5 | | | | |
|-----------------------|----------------------------|------|--------|--------|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 62 | 86 | 83 |
| | Economically Disadvantaged | 55 | 82 | 64 |
| | Students With Disabilities | 0 | 75 | 50 |
| | English Language Learners | NA | NA | NA |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 51 | 79 | 81 |
| | Economically Disadvantaged | 47 | 73 | 73 |
| | Students With Disabilities | 25 | 63 | 100 |
| | English Language Learners | NA | NA | NA |
| Science | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 29 | 86 | NA |
| | Economically Disadvantaged | 20 | 92 | NA |
| | Students With Disabilities | 20 | 88 | NA |
| | English Language Learners | NA | NA | NA |
| Grade 6 | | | | |
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 69 | 75 | 83 |
| | Economically Disadvantaged | 73 | 93 | 94 |
| | Students With Disabilities | 25 | 75 | 75 |
| | English Language Learners | NA | NA | NA |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | 70 | 86 | 86 |
| | Economically Disadvantaged | 64 | 82 | 82 |
| | Students With Disabilities | 50 | 75 | 50 |
| | English Language Learners | NA | NA | NA |

Subgroup Data Review

| 2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|--|-----------------|---------------|--------------------|------------------|----------------|---------------------|-----------------|----------------|------------------|--------------------------|--------------------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 |
| SWD | 89 | 83 | | 82 | 50 | | | | | | |
| ASN | 100 | | | 100 | | | | | | | |
| HSP | 94 | 90 | | 82 | 70 | | | | | | |
| MUL | 83 | 77 | | 79 | 46 | | | | | | |
| WHT | 94 | 85 | 83 | 87 | 61 | 62 | 94 | | | | |
| FRL | 93 | 87 | | 83 | 52 | | 92 | | | | |
| 2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2017-18 | C & C Accel 2017-18 |
| SWD | 89 | 75 | | 100 | 88 | | | | | | |
| ASN | 92 | | | 100 | | | | | | | |
| HSP | 97 | 66 | | 94 | 86 | 90 | 70 | | | | |
| MUL | 79 | 50 | | 79 | 77 | | | | | | |
| WHT | 90 | 71 | 81 | 97 | 87 | 95 | 86 | | | | |
| FRL | 89 | 64 | 82 | 89 | 85 | 70 | 92 | | | | |
| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 85 | 92 | | 95 | 83 | | | | | | |
| ASN | 90 | | | 100 | | | | | | | |
| HSP | 92 | 54 | | 92 | 77 | | 91 | | | | |
| MUL | 85 | 59 | | 93 | 88 | | | | | | |
| WHT | 90 | 73 | 76 | 98 | 83 | 88 | 91 | | | | |
| FRL | 85 | 77 | 83 | 98 | 82 | 80 | 80 | | | | |

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

| ESSA Federal Index | |
|---|-----|
| ESSA Category (TS&I or CS&I) | |
| OVERALL Federal Index – All Students | 80 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 558 |
| Total Components for the Federal Index | 7 |
| Percent Tested | 97% |

| Subgroup Data | |
|--|-----|
| Students With Disabilities | |
| Federal Index - Students With Disabilities | 76 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| English Language Learners | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| Native American Students | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |
| Asian Students | |
| Federal Index - Asian Students | 100 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |
| Black/African American Students | |
| Federal Index - Black/African American Students | |
| Black/African American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |
| Hispanic Students | |
| Federal Index - Hispanic Students | 84 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |
| Multiracial Students | |
| Federal Index - Multiracial Students | 71 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |
| Pacific Islander Students | |
| Federal Index - Pacific Islander Students | |

| Pacific Islander Students | |
|--|-----|
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |
| White Students | |
| Federal Index - White Students | 81 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |
| Economically Disadvantaged Students | |
| Federal Index - Economically Disadvantaged Students | 81 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In English Language Arts, performance has remained close to the same levels as 2019 across grade levels. Student achievement in terms of obtaining a level 3-5 and of the overall mean scale score fell between +/- 2 percent. The strand of "Integration of Knowledge and Ideas" fell below 70% achievement for the school.

Mathematics achievement dropped significantly as compared to 2019. 3rd grade had a drop in average scale score of 4%, and level 3-5 achievement by 6%. The 5th grade average scale score dropped 13%, and level 3-5 achievement by 19%. 6th grade's average scale score dropped by 10%, and level 3-5 achievement by 5%. 4th Grade was the outlier in mathematics, demonstrating only a 2% drop in average scale score and no drop in level 3-5 performance. On the positive side, the focus on ELA learning gains over the past two years had contributed to significant improvements that include:

ELA increase of three percentage points from 2019

ELA learning gains increased thirteen percentage points from 2019

ELA Bottom Quartile gains increased eight percentage points from 2019

Science marked an achievement increase of six percentage points from 2019

Ranking in the district of students scoring at or above grade level

First place Science

Second place ELA

Fourth place Math

Stevenson is also ranked second in the district for points earned toward school grade.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that showed the greatest need for improvement was the overall math scores. The percentage of students that scored level 3 or above dropped from 95% to 87% this year. Multi-

Racial subgroup in Math had 57% at level 3 and above, whereas White students had 87% at level 3 and above. The MTSS focus on the lowest 25% and ESE learning gains, along with the multi-racial subgroup, in ELA proved to be successful, but the same level of focus in the area of math could be improved. The possible lack of differentiated instruction and small group instruction will have contributed to this drop. Learning gains in the area of math have also dropped and will need to be addressed and monitored this year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Multiple factors, including the pandemic's impact on traditional school, have led to the identified areas for improvement. The MTSS focus on the lowest 25% and ESE learning gains, along with the multi-racial subgroup, in ELA proved to be successful, but the same level of focus in the area of math could be improved. Also, the focus on Tier 1 instruction that focuses on helping students reach the depth of the standards could be improved. A focus on high-yield instructional strategies and routines that support deep student thinking in both ELA and Math are needed to support overall improvement in student achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The largest improvements were made in the area of learning gains in ELA. Both overall learning gains and bottom quartile learning gains in ELA were markedly improved from previous years. The focus on data analysis to support targeted instructional decisions in ELA proved successful. The gains obtained were a direct result of the focused action steps from previous School Improvement Planning. The use of iReady instructional groupings, focused MTSS processes, and interventions groups occurring with fidelity in the area of ELA supported increased student achievement in ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The focus on data analysis to support targeted instructional decisions in ELA proved successful. The gains obtained were a direct result of the focused action steps from previous School Improvement Planning. The use of iReady instructional groupings, focused MTSS processes, and interventions groups occurring with fidelity in the area of ELA supported increased student achievement in ELA. Targeted PD on the MTSS process and interventions that directly related to the area of student need were implemented. A focus on accelerating learning after the loss of learning that occurred due to the pandemic and the school shifting to on-line learning was also a focused priority for Stevenson last year.

What strategies will need to be implemented in order to accelerate learning?

This year Stevenson will continue to focus on accelerating learning for all students. Providing scaffolds and consistent tier 1 instruction that is standard-aligned will keep the focus on accelerating learning. Small group instruction that focuses on complex text and complex concepts while providing supports will assist students in mastering grade level benchmarks. Teacher clarity and emphasis on grade level standards, standard aligned instruction and resources with all students and well as engaging with Benchmark Advance/Savvas grade level materials, tasks, and assignments. Rigorous writing tasks in response to reading will be utilized. Teachers will need to deepen conceptual understanding of MAFS content standards. Teachers will need to progress monitor student growth and adjust support accordingly for students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will need to focus on:

- >data informed instructional decisions
- >implementation of the new ELA curriculum & BEST standards
- >high-yield instructional strategies and routines for tier 1 instruction
- >iReady Math, Writing, and Reading toolbox and prerequisite skills components
- >scaffolds to support student acquisition of the standards
- >instructional interventions to support struggling learners

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Research tells us that strong instructional strategies are needed to maximize instruction. Our teachers will need updated professional development to improve in their practice for next year and beyond. We plan on doing this by attending the ASCD conference, hosting book studies on instructional strategies, and implementing praise walks.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description
and
Rationale:**

The 21-22 school year marks the beginning of the BEST Standard implementation. It also marks the beginning of a new ELA curriculum in Brevard. These two factors along with the need to provide standard-aligned instruction in both ELA and math as evidenced by FSA and iReady EOY results indicate the need for this focus. The 20-21 school year classroom observations also indicated a considerable drop in small group instruction during tier one instructional time. The need for high-yield instructional strategies to support deep learning during whole group and small group tier one instruction is needed to accelerate learning for students.

Stevenson's focus continues to directly align to the District's Strategic Plan Strategy A1:S4 - Align school efforts with student needs as identified through comprehensive data analysis of the performance of all students, robust review of prevailing research, and amplification of strategies for Tier 1, Tier 2, and Tier 3 instruction.

Measurable Outcome:

100% of students in grades 3-6 will achieve an ELA and Math learning gain on the 21-22 FSA. 100% of students will score proficiency on selected iReady Standards Mastery Assessments each quarter in ELA and Math. 100% of students will reach their Annual Typical Growth on the EOY iReady Diagnostic Assessment. Based on Brevard's Instructional Agreements, by the end of the 21-22 school year, 100% of teachers will utilize tier one small group instruction within the content area to ensure student accessibility of grade level standards as measured by Classroom Walk-Throughs.

Monitoring:

The area of focus will be monitored bi-weekly through Student Success Team Meetings. Data review will occur for Tier 1 and Tier 2/3 each month. Data included in the review will be iReady diagnostic, Standards Mastery in ELA and Math, lessons passed, district assessments, and grade level assessments. Classroom walk-throughs with feedback will also be utilized to monitor the fidelity of intervention, quality of Tier 1 instruction, and implementation of the new ELA curriculum & standards.

Person responsible for monitoring outcome:

Tiffany Fleeger (fleeger.tiffany@brevardschools.org)

Evidence-based Strategy:

A comprehensive approach to increasing teacher knowledge of high-yield instructional strategies that support deep learning for students, identifying educational priorities for all students, and utilizing targeted strategies for Tier 1, Tier 2, and Tier 3 instruction will be utilized to accelerate learning for all Stevenson students.

Rationale for Evidence-based Strategy:

According to recent TNTP Learning Acceleration for All: Planning for the Next Three to Five Years (June 2021), the primary focus to combat the negative educational impact due to the pandemic is to diagnose lost learning and accelerate student exposure to grade-appropriate work while providing "just in time" scaffolds. Systems should focus on accelerating students back to grade level—not by rushing through the curriculum, but by using proven strategies that help students engage with the most critical work of their grade as quickly as possible. TNTP also states that giving students more frequent opportunities to be responsible for "doing the thinking" not only helps them build the knowledge and skills they need to deeply understand the content, but can also build students' motivation in school and lead to deeper engagement in their learning. On top of starting with standard-aligned instruction (a prerequisite for supporting students' academic growth), strategies can be implemented to give all students the chance to grapple with challenging cognitive work during their daily lessons.

Through implementation of these strategies, students' learning can be accelerated and learning gains can be achieved more successfully.

Stevenson's previous BPIE Self-assessment also indicated that analyzing data to determine professional development needs in an effort to support instructional strategies for students with disabilities is an area for growth. Our action steps will directly address both student and teacher needs.

Action Steps to Implement

Action Step Strategy: Collaborative Planning

Provide teachers with additional common planning time facilitated by a member of the leadership team to build arts-integrated, quality Tier 1 lessons and tasks. Dates will be determined and placed on the master calendar by the leadership team during pre-planning.

Leadership Responsibilities

- * Arrange a schedule where common planning time is available on a regular basis
- * Schedule and lead collaborative planning sessions 4 times per year
- * Design a PLC agenda for teachers to utilize when meeting with their team to provide consistency across grade levels

Teacher Responsibilities

- * Meet as a grade level team weekly to plan for instruction
- * Attend collaborative planning sessions focused on priority standards and Tier 1 needs as identified through data analysis
- * Identify, develop, and implement standards-aligned tasks and common assessments

Person

Responsible Tiffany Fleeger (fleeger.tiffany@brevardschools.org)

Action Step Strategy: Professional Development for High-Yield Instructional Practices to Meet the Needs of All Learners

Arrange professional development opportunities throughout the course of the school year focused on high-yield instructional strategies for rigor, complex text, scaffolds, arts-integration, new ELA curriculum (Benchmark Advance/Savvas, conceptual understanding of the MAFS content standards, and task alignment.

Leadership Team Responsibilities

- * Design and implement PDD, ERPDs, Vertical Conversation Meetings, and Faculty Meetings
- Support VORP Opportunities, Model Classroom Observations, Model Video Demonstrations
- Instructional Coach Model Lessons
- District Resource Teacher Support
- Standard Aligned Task Analysis
- I-Ready Data Training sessions focused on using reports to support instructional needs of students in math and ELA
- * I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)
- * I-Ready Prerequisite Instructional Tools (Math)
- Instructional Rounds using TNTPs Student Experience Assessment Guide
- * Provide Trainings on Instructional Strategies for Students with Disabilities: ESE Accommodations & the use of iReady to support the needs of students identified as ESE
- * Develop a resource website that focuses on Rigor, Academic Vocabulary Development, Accountable Talk, and text based writing
- * Lead a Book Study on Rigor
- * Training, IDEA Training, Co-Teaching for Inclusion/Collaboration

Teacher Responsibilities

Participate in professional development opportunities throughout the course of the school year

- PDD, ERPDs, Vertical Team Meetings, Faculty Meetings
- VORP Opportunities, Model Classroom Observations, Model Video Demonstrations
- Instructional Coach Support

- District Resource Teacher Support
- Standard Aligned Task Analysis
- I-Ready Data Training sessions
- * I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)
- * I-Ready Prerequisite Instructional Tools (Math)
- Instructional Rounds using IPG
- * Choose an area of study from the resource website, research, implement, reflect on student outcomes, revise strategy, and present to faculty
- * Instructional Strategies for Students with Disabilities: ESE Accommodations Training, IDEA Training, Co-Teaching for Inclusion/Collaboration

Monitored by entire Leadership Team

Person Responsible Angela Barrons (barrons.angela@brevardschools.org)

Action Step Strategy: Implementation of Quality Tier 1 Core Instruction for all students in ELA and Math
Leadership Team Responsibilities

* Instructional monitoring, feedback, and coaching will occur based on student data trends and observation data. Leadership will create a monitoring schedule to provide feedback regarding effective implementation of standards-aligned (whole and small group) instruction/tasks and scaffolds

Teacher Responsibilities

* Teachers will plan whole and small group instruction focused on arts and content-integrated grade level standards (utilizing Benchmark Advance/Savvas for ELA). Scaffolds will be provided to continue to accelerate learning toward meeting the grade level standards.

- Eureka & Big Idea Math Resources
- Social Studies Pacing Document/DBQ
- CSI Lessons
- Science Priority Units
- Text Sets
- Project Based Learning opportunities
- Engage NY Units of Study
- LDC Modules
- 95% Group Phonemic Awareness/Phonics/Multi-syllabic Words Lessons
- Heggerty Lessons
- Write Score Lessons & the use of relating artistic composition processes in writing
- * Consistent usage of Tier 1, 2, and 3 vocabulary across all subject areas
- * Implement i-Ready Data Chats with students
- * I-Ready Tools for Instruction and Tools for Scaffolding Instruction (Reading)
- * I-Ready Prerequisite Instructional Tools (Math)

Monitored by entire Leadership Team

Person Responsible Tiffany Fleeger (fleeger.tiffany@brevardschools.org)

Action Step Strategy: Monitoring Data
Leadership Team Responsibilities

- * Arrange weekly Student Success Team Meetings
- * Analyze student performance data at school, grade, class, and student level (iReady, grade level common assessments/tasks, Science Formative/Summative Assessments, and Standards Mastery Assessments).
- * Utilize performance data to determine any unfinished learning and assist teachers in developing instructional plans accordingly (Tier 1, 2, and 3 instruction)
- * Review and monitor subgroup data to include SWD, Multi-Racial, Economically Disadvantaged, bottom

quartile, and top quartile

- * Arrange team members to support teachers in analyzing student performance/behavioral data and monitoring students' progress in response to targeted instruction
- * Monitor attendance data and meet with families and teachers to provide interventions to support attendance

Teacher Responsibilities

- * Attend weekly Student Success Team Meetings (MTSS Process)
- * Identify students in the bottom quartile and top quartile
- * Identify students in lowest performing subgroups
- * Analyze student performance data at grade, class, and student level (iReady, grade level common assessments/tasks, Science Formative/Summative Assessments, and Standards Mastery Assessments)
- * Develop and follow instructional plans for unfinished learning as needed (whole and small group)
- * Utilize data to make sound instructional decisions (Tier 1, 2, & 3)

Monitored by entire Leadership Team

Person Responsible Cindy Vanderpool (vanderpool.cindy@brevardschools.org)

Action Step Strategy: Prioritizing Interventions Strategically and Effectively
Leadership Team Responsibilities

- * Provide a master schedule that has dedicated intervention time to support the MTSS process as needed
- * Arrange team members to support teachers in identifying student areas of need, prescribing interventions/enrichment, and monitoring students' progress in response to targeted instruction
- * Utilize Cares Act Funding and Academic Support Funding to support students (before/during/after school) who are identified as needing more instruction and support to meet grade level standards
- * As indicated in the Parent Survey, implementation of a after-school tutoring program will be implemented this year to support students that may be struggling with current standards or as requested by parents. The program will utilize volunteers from our feeder school to support collaborative relationships.

Teacher Responsibilities

- * Collaborate to identify strategies and instructional plans that support student needs
- * Deliver tiered interventions/enrichment opportunities with fidelity
- * Monitor and report student progress
- * Involve families in the process of supporting student success through parent conferences and school/grade level informational events
- * Students needing Tier 3 level of instruction will be referred to the IPST to determine specialized strategies to implement. Weekly progress monitoring will occur by the team.

Person Responsible Zaida Silva (silva.zaida@brevardschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The discipline data for R.L. Stevenson is nearly nonexistent in comparison to other Florida elementary schools.

***In the last six years Stevenson has only had three suspensions. One of those suspensions involved physical behavior. The remaining 2 incidents involved conflict of some nature.**

***Stevenson has had only three bullying investigations in the last 3 years. All three investigations were found to be unsubstantiated.**

***Though Stevenson follows Brevard Public Schools Discipline Ladder the need for a formal referral is less than five occurrences per month.**

We will continue to:

- * Teach and recognize the positive character traits in our students each month.**
- * Teach the Character Pledge to students.**
- * Teach and remind students Stevenson's procedures in the cafeteria, at recess, etc.**
- * Give students the time to practice these new procedures.**
- * Recognize students when they are following the procedures.**
- * Utilize CCTV to recognize students that are kind to others or make good choices.**
- * Utilize CCTV to share information about social skills, e.g. saying good morning or hello.**
- * Encourage classrooms to start the day with Morning Meeting to establish connections with classmates and teacher.**
- * Utilize the Guidance Counselor to speak with individual students or small groups regarding social skills.**
- * Utilize the MTSS process to monitor Tier 1 behaviors and develop Tier 2 and Tier 3 behavioral interventions that may include Behavior Plans, e.g. Check-in and Check-out plans. Continuously progress monitor these plans.**
- * Develop relationships with students (and parents) to let them know we care about them. This will be done through communication in the form of emails and phone calls by teachers and administration.**
- * Monitor engagement behaviors for moments of frustration or boredom. Provide a change in instruction or pace if necessary.**
- * Continue with the practices of Conscious Discipline (Wishing You Well, S.T.A.R.)**
- * Continue with the training of Conscious Discipline by the Positive Discipline Committee.**
- * Continue with SEL Training for all students.**
- * Continue to partner with parents on providing input regarding instructional programming and special Arts focused programming via SAC, surveys, and the RLS Fundraising Group.**

Concerns that we will monitor and address:

- * discussions between students to ensure that they are respectful and appropriate.**
- * monitor recess or any unstructured activities to ensure students refrain from engaging in horse play or being rough.**
- * the MTSS process for specific students of need regarding behavioral concerns. Create behavior plans as necessary. Contact the behavioral specialist as needed.**

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Stevenson's positive culture and environment is due to a variety of factors. Stevenson's leader plays a vital role in creating a positive school culture. The parents, teachers, students, and staff have been analyzed through surveys, discussions, historical anecdotal information, and data to determine the aspects of our school that needed attention to ensure that Stevenson had a supportive and fulfilling environment, learning conditions that meets the needs of all students, clear understandings of roles, and a culture that values trust, respect, and high expectations. This information was collected and action steps were put in place.

These action steps are, but are not limited to :

1. A weekly principal message sent to parents regarding current events at school.
2. A Facebook page promoted and utilized to share with parents the events occurring at school. The focus being on students. Projects and student events are featured.
3. Leadership created a Principal Cabinet to assist in the decision making process for professional development, grading, and school decisions.
4. Teachers have agreed to sit on various committees to help create procedures and/or norms.
5. Leadership has created the Student Executive Council. These are 4th, 5th, and 6th graders that view data and share information from the Youth Truth Survey. They speak to both teachers and the School Advisory Council regarding the data collected in the survey and suggestions for improvements.
6. Parent concerns communicated by email or telephone are addressed within 24 hours. There is an open door policy for parents to speak with the principal. Principal is visible during the school day.
7. Parents are invited to SAC and other parent meetings. Parents are encouraged to fill necessary positions.
8. Students are recognized for kindness, character traits, and special events.
9. Teachers are recognized for their good work when they receive the Penguin Pride Award.
10. Parents are recognized for their volunteer efforts through Volunteer of the Year and communications indicating our appreciation of what they do.
11. Teachers receive notes from leadership expressing pride in what they are doing.
12. Leadership sends communication through a phone call or card to families that have experienced a trauma.
13. Professional Development has been created in a manner where teachers learn a strategy, teach a strategy, and share student work.
14. Procedures for lunch room, walking in line, cafeteria, and recess are shared across the school with the same expectations.

Leadership understands the importance of developing a positive school culture as these habits change the

attitude of parents, teachers, students, and staff. To stay informed of what is going on in the school will ensure that leadership is proactive and targeted in meeting culture needs. To create meaningful parent involvement, celebrate the personal achievement of students, parents, faculty and staff, set consistent discipline, have teachers involved in their staff development, establish school norms, engage students in their learning, and create rituals and traditions that are fun for teachers and students are all continued ways to build the positive culture.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The leadership and committee structures put in place at R.L. Stevenson intentionally include all stakeholders to assist in the development of a positive learning environment that also instills excellence and accountability. The purpose of the work of these committees, such as the Leadership Team, Principal Cabinet, Student Executive Council, Positive Behavior Committee, and Equity Committee is to include stakeholders in the decision making process that supports of all the stakeholders of the learning community. Each committee clearly understands their roles and purpose as our mission and vision is the umbrella under which they operate. The involvement of those that serve indicates there is a high level of trust and respect in their ability. This trust extends to other stakeholders as academic conversations take place in and beyond each grade level.

Examples of the work in these committees are as follows:

The Leadership Committee, made up of 5 members, the principal being the leader, manages school academic and procedural needs. It also gathers data and information from a variety of sources to determine needs and write the school improvement plan.

The Principal Cabinet is involved in the decision making process as it relates to professional development, grading, determining the members of our student executive council, and accreditation. This group also examines opportunities for growth.

Our Student Executive Council, facilitated by the school principal, looks at student data and analyzes the information gained from the Youth Truth Survey. This year they presented to our School Advisory Council and shared the information learned from this particular survey. Teachers were very interested in student perceptions.

The School Advisory Council, with members of teachers, parents, and individuals from the community. This year we have an individual from the Brevard County Sheriffs office. This committee also assists with ideas and resources to improve the school. It also discusses and votes as to how the SAC budget will assist in the improvements.

The Positive Behavior Committee and Equity Committee are two additional committees that assist with the development of SEL in the school. This year we are in year two of Conscious Discipline. The team with provide training to the entire staff. The Equity committee worked with the media specialist to evaluate the diversity of the books found in the media center. It was found that 27% of the books in the media center depict diverse people, families, individuals. Our media specialist will continue to bring to the library more books that depict diverse peoples.

One of the tools that each of these committees utilizes to gain information from and for shareholders is the format of a survey. Each group sometimes develops, always analyzes, and uses the information gained to improve practice. Surveys include our annual Parent Survey, Teacher Survey, Youth Truth Survey, and even some ad hoc surveys to collect specific data. For example, leadership changed the procedures of the car loop. To gather information, a survey was sent to parents to answer questions specifically related to this change. This way the team knew the overall effectiveness of the decision made.

The survey provides open and honest feedback that assists in improving the quality of education, enhances teaching methods, and the learning environment. It also helps us to understand the student's perspective which, hopefully, gives us insight on their thinking. Teacher surveys help to give a picture of how supportive the leadership is, their sense of satisfaction, and their points of view on a variety of educational topics. Surveys provide the feedback that can track student performance, faculty performance, and the quality of education. Surveys address the concerns of students, parents, and educators feel that their opinion or thoughts are valued and their suggestions are acted upon. This created a positive, energetic atmosphere and culture.