

U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Donald Bryant

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

Official School Name Benjamin Stoddert Elementary School

(As it should appear in the official records)

School Mailing Address 4001 Calvert Street, NW

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

Washington DC 20007-1602
City State Zip Code+4 (9 digits total)

County__

Telephone (202) 671-6030

Fax (202) 282-0145

Web site/URL http://Stoddert.org

E-mail donald.bryant@dc.gov

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Janice Harris

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail Janice.harris2@dc.gov

District Name District Of Columbia Public Schools Tel. (202) 442-5885

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Dr. Amanda Alexander

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 78 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 23 High schools
 - 1 K-12 schools
- 115 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	6	14	20
K	38	44	82
1	39	42	81
2	36	34	70
3	39	38	77
4	29	37	66
5	27	21	48
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	214	230	444

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 9 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2016 – 2017 school year: 9%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	35
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2016	437
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 26 %
117 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Non-English languages represented at Stoddert are: Russian, Spanish, Chinese, French, Portuguese, German, Arabic, Azerbaijani, and Tagalog.

7. Students eligible for free/reduced-priced meals: 13 %
Total number students who qualify: 58

8. Students receiving special education services: 5 %
21 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

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

Develop students' creativity, problem solving skills, and higher-level thinking skills through high expectations, relevant and engaging instruction, differentiated learning, and respect for cultural differences.

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

PART III – SUMMARY

Stoddert Elementary School is named for Benjamin Stoddert, who served as the first United States Secretary of the navy from 1798-1801. The school is located in the Glover Park neighborhood of northwest Washington, D.C., a short distance from Georgetown, and just west of the United States Naval Observatory and the Vice President's mansion.

Stoddert serves approximately 440 students in prekindergarten through 5th grade. Several embassies are located within Stoddert's attendance area, including the Embassy of Russia in Washington, and children from many of those embassies attend Stoddert.

The Glover Park community has a number of sought-after characteristics that appeal to young parents, such as a close-knit community atmosphere, quiet streets, a low crime rate, and a bustling commercial zone. These characteristics have contributed to Stoddert's enrollment, which has grown from approximately 250 students in 2010 to 440+ students currently.

Stoddert's 6.5 acre campus was renovated in 2010, when a 47,300 square foot addition was joined to the original 1932 structure. The renovated campus serves as a sustainable inspiration for the entire community. Stoddert was the first District of Columbia Public School (DCPS) to be fully served by a geothermal heating and cooling system, and has achieved LEED for Schools Gold status. The school is also designed to be the heart of the community, serving as a school during the day and a community center after hours.

The makeup of our school community helps students develop culturally. Our students come from over 30 different countries and native languages, and approximately 26% of our students receive English Language Learner services. Our inclusive and supportive environment encourages all students to learn from and value differences and similarities. Students' cultural development is also furthered by our annual International Day event, which features displays of students' cultural learning, as well as student performances and presentations by several embassies.

There are a number of key strategies used to encourage and challenge all students to develop to their full potential. In addition to the academic strategies that are detailed elsewhere in this application, Stoddert students' academic development is furthered through: Dr. Joseph Renzulli's Schoolwide Enrichment Model; weekly participation in the full menu of fine arts instruction at the Fillmore Arts Center; an innovative blending of traditional technology and media instruction into an integrated Information Literacy program

Students in all grade levels receive specialized science instruction, based on the Stemsopes curriculum and include numerous hands-on learning activities. We have an award winning on-campus teaching garden that is integrated with our science program.

Technology-based support is another key strategy for student growth. Tumble Books and Follett Destiny bring library books directly into classrooms, and Newsela, Bubble Go and Brain Pop bring social studies and current events to our students. Zearn and iReady support math instruction, and Raz Kids and Imagine Learning support ELL learners. Spheros are used to support math instruction, and teach programming.

Our work to promote our students' emotional and social growth is led by our Social Emotional Learning (SEL) team. This team serves as a conduit of awareness for and ownership of school climate and cultures. It helps staff self-assess their own social-emotional awareness, and adopts and defines uniquely fitted programs and practices such as the Collaborative Classroom curriculum. The SEL team is currently leading a school-wide Culture of Kindness campaign with activities ranging from a "Fill A Bucket" campaign in 1st grade to foster positive social interactions, to a school-wide Kindness Kick-Off event which included families and the community.

A number of innovative strategies are used to support our students' physical wellness and development. Environmental awareness is a core value of our community, and we have a student Green Team which leads programs in recycling and composting. Healthy and nutrition are taught through our science and teaching

garden program, and also through a weekly student-led Farmer's Market.

Working collaboratively with our Parent-Teacher Organization, (PTO) we have applied for and received grant funding which allows our students to participate in innovative physical education and wellness activities. For example: teachers have been trained in Yoga 4 Classrooms (Y4C), and yoga activities are incorporated into our classrooms; Stoddert is the only DCPS school whose students participate in the international Dancing Classrooms program; activities such as fly fishing, archery, and bicycle riding are included in our physical education program.

One of our organizational values is "Visionary Leadership Throughout the School." Our definition of leadership includes not only administrators and teachers, but also students. We strive to help our students personalize this value, and develop their full potential, by understanding that each of them has important leadership responsibilities and opportunities. Not only are they intrinsically responsible for their own behavior, they are also extrinsically responsible for being good role models for their peers. Additionally students have the opportunity to assume leadership roles in co-curricular offerings which include: Student Government, Green Team, Ski Team, Track Team, Spanish Club, Eye-to-Eye Mentoring, and #Stoddert Cares.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Stoddert uses the Common Core State Standards (CCSS) to align our English/Language Arts practices across grade levels. We devote 120 minutes per day to balanced literacy instruction which includes building on foundational skills, reading and writing about complex text, and differentiated small groups that use varied curriculum supports and pedagogy. For foundational skills, kindergarten and first-grade students use Journeys by Houghton-Mifflin to learn phonics, letter sounds, beginning digraphs, blends and word patterns. Students in second through fifth-grades use Words Their Way as a resource to learn foundational skills through word study of vowel patterns, pre-, suffix and root words. Students in all grade levels regularly engage with quality complex texts, aligned with units of study, to support Common Core State Standards for reading and writing. This approach involves shared reading, guided reading, independent reading, word study and writing. Curricular resources that are used to support this approach include Houghton-Mifflin Journeys units, District of Columbia Public Schools (DCPS) units of study that embed reading complex texts and evidence-based writing response, Junior Great Books, Lucy Calkin's Writer's Workshop, Writing Toolkit, and teacher-created units of study. Differentiated small group instruction in all grade levels provides opportunities for teachers to align instructional strategies and skills with differing student needs. Differentiated groups include guided reading groups based upon students' reading level, strategy groups based upon a specific strategy need, book clubs, and literature circles.

We are in the second year of the adoption of Eureka! as our math curriculum. This curriculum was selected because it is based upon the eight standard mathematical practices, and closely aligns with the Common Core State Standards (CCSS) for mathematics. Eureka! helps students acquire foundational mathematics skills, and deep understanding of mathematical content and skills, through problem solving and practice. To further strengthen students' foundational skills, and to deepen their understanding, Stoddert teachers facilitate engaging math talk to stimulate student discourse and inquiry. This emphasis on math talk reflects our year-long professional development focus on math discourse. Students' mathematics foundational skills are also taught and reinforced by frequently pairing students in buddy groups to voice their mathematical thinking while using manipulatives and other kinesthetic strategies. Kinesthetic learning is subsequently paired with symbolic language to describe abstract thinking within the context of real-world problem-solving scenarios. Stoddert teachers also use teacher-to-class and student-to-student modeling to provide equitable entry points for all math learners. In addition, online resources such as iReady Math and Zearn are used to help students acquire, and reinforce, foundational skills.

The content of our social studies expands across grade levels. It is integrated through literacy, inquiry based projects based on Units of Study called Cornerstones and our District's Social Studies curriculum. Cornerstones are projects done four to six times a year with at least two of the projects based on Social Studies content. Our district aligned Social Studies curriculum is based on DC Social Studies Content Standards; inquiry based lessons and builds upon each grade development. Kindergarten begins with good citizenship, jobs, community and what makes America special. In first grade, students study geography, maps and basic economics. Students dive deeper into citizenship, government, American Communities and Geography in second grade. In third grade, students study their neighborhood, businesses, and maps. They study the basic government structures of our city, state (District, in our case) and federal government. Instruction includes the history of the District of Columbia (DC) and the people influencing its development. At the fourth-grade, students focus on early American history which includes a study of our Native Americans, European explorers to America, and our 13 original colonies up to and including the Revolutionary War. The content in our fifth grade further expands the horizon westward. They study American explorers, the Civil War, Reconstruction, and civil rights and duties. At all grade levels, the social studies curriculum include many hands-on projects, presentations, and related field trips. We take advantage of our rich DC environment with its historical buildings, museums, primary sources, and programs. Students visit a Colonial farm, Mount Vernon, the American Indian Museum, Lincoln's cottage, Tutor Place, and the National Archives, to name a few.

Stoddert has a dedicated science and garden teacher. The Science teacher utilizes STEMscopes, a science

curriculum which is based on the American Association for the Advancement of Science-developed Next Generation Science Standards (NGSS). Beginning in Kindergarten, all students participate in weekly hands-on lessons in life science, earth science, and physical science in our specialized Science Activity Lab. There, they work in small cooperative learning groups to explore natural phenomena and seek answers to their burning questions. Lessons are inquiry-based, and allow students to investigate hypotheses and form conclusions based on their explorations. Project-based learning activities are frequently used to captivate students at an emotional level by allowing them to engage with real-world problems. Students have sent their suggestions for siting a bridge to a small community in Nepal, and have uploaded their data to the United States Geological Survey (USGS). School-wide science initiatives such as the Schoolyard Bioblitz, the Great Egg Drop, and the annual STEM Fair are highly-anticipated events that bring students together around a common goal. The Garden teacher uses a hands on approach for students to partake in our district Curriculum Garden Learning Lab. Students participate weekly to care for our school garden, chickens and mason bees. The garden teacher also organizes a student run Farmer's Market, selling produce from our school garden in addition to foods from local farms.

Stoddert has one preschool class for four year olds. Creative Curriculum by Teaching Strategies is the core curriculum that is implemented. It is play-based learning built upon concepts and development across investigations of a variety of topics. The investigations involve question of the day, reading books about the topic, outdoor exploration, large group learning and small group learning/activities. GOLD Teaching Strategies is the assessment that identifies concepts and skills development to help determine growth and readiness for success in the primary grades.

2. Other Curriculum Areas:

All Stoddert students participate in the following non-core curricular areas: fine arts; physical education/health; World Language (Spanish), and; Information Literacy or Schoolwide Enrichment Model.

Fine Arts: Through a partnership with the Fillmore Arts Center, all students receive instruction in dance, instrumental and choral music, drama, visual arts, and digital arts. Students are bused to the Fillmore Arts Center, where they spend one-half day per week receiving fine arts instruction from professional educators and working artists. Fillmore provides art shows, concerts, and festival evenings for our students to showcase their learning. Through our Fillmore participation, students strengthen their skills in teamwork, creativity, presentation, motor skills, and cognition.

Physical Education/Health: Our formal Physical Education/Health curriculum is provided to all students once per week for 45 minutes; in addition, students receive 30 minutes per day of physical activity during recess. There are four major components to student wellness related to health and physical activity: SPARK-based health and physical education classes; athletic programs; BOKS morning activities, and; 30 minutes of daily recess for all students.

The SPARK physical education curriculum is supported by the Heart, Lung, and Blood Institute of the National Institutes of Health. This curriculum emphasizes skill development, teamwork, and maximizing engagement. SPARK activities in which students participate include: National Archery in the Schools Program (NASP) archery, FirstTee golf, biking, Dancing Classrooms, and fly fishing. Field trips and other culminating events are used to reinforce learning and provide students with lifelong memories.

Stoddert's athletic programs are sanctioned by the District of Columbia Interscholastic Athletic Association (DCIAA), and provide opportunities for all 4th/5th grade students to participate. Over the last four years, Stoddert has expanded its athletic offerings from zero teams to three current teams: cross-country, indoor track, and outdoor track. Plans are underway to add basketball, soccer, archery, and cheerleading for SY18/19.

Our BOKS Kids program engages students in physical and mental activity prior to the start of the school day. This program, originally sponsored by Reebok, is now an independent nonprofit organization. It provides structured activities which studies show are correlated to increased academic performance. Those activities include calisthenics, running, floor hockey, obstacle courses, team-building and leadership

exercises, and peer mediation.

Daily recess is an important part of Stoddert's physical education program. All students receive 30 minutes per day of recess. Weather permitting, recess takes place on our recently renovated outdoor playground; when there are weather issues, recess is held in indoor settings so students are still provided their own time for social, physical, and emotional growth.

World Language (Spanish): Stoddert offers Spanish to all students from PK-5th grade during weekly 45-minute learning sessions. We believe that exposing children to a second language at an early age has positive effects on their cognition, communication, memory, listening skills, and higher-order thinking skills. Also, the ability to communicate in multiple languages has become more and more important in today's global and multicultural communities.

Strategies used to engage our students in Spanish instruction include: direct instruction; singing, dancing, and role playing; reading and listening to stories; playing games that involve language structure, new vocabulary, and math concepts, integrating other subjects such as science, math, geography, social studies, and technology; teamwork and cooperative learning, and; projects and presentations.

Information Literacy/Schoolwide Enrichment Model: Technology, library, and media curriculum are blended into two Stoddert initiatives Information Literacy and the Schoolwide Enrichment Model. These two initiatives have replaced traditional, separate library and technology instruction at Stoddert. Students in PK4-2nd grade participate in Information Literacy. This program blends library and technology instruction into one coordinated learning time, which is collaboratively planned and facilitated by the classroom teacher, the library/media specialist, and the computer/technology coordinator. This collaborative planning promotes information instruction that aligns with and/or augments the learning done in classrooms. By collaborating with teachers, and integrating Information Literacy lessons with classroom learning objectives, the program helps each child maximize their learning and potential.

Collaboration is also a hallmark of our Schoolwide Enrichment Model (SEM). SEM is an alternative approach to gifted and talented education that includes all students, and focuses on interest-driven instruction, research application, and 21st century learning skills. In this model, our SEM resource teacher, computer/technology coordinator, and library media specialist work together to provide weekly tiered enrichment activities for students in 3rd-5th grades. SEM encourages research through a variety of resources; students select a topic of their choice and prepare/present a product, applying the DCPS research model "AGOPPE" – ask questions, gather information, organize the information, prepare, present, and evaluate.

3. Instructional Methods, Interventions, and Assessments:

A variety of instructional approaches, methods, interventions, and assessments are used to meet the diverse and individualized needs of students, and to achieve our instructional goals. Instructional approaches used in math include: Common Core Standards for Mathematical Practice; student discourse (oral and written), modeling, individual, small group, and whole group instruction, fact fluency strategies, and technology-based support systems.

Instructional approaches used in English Language Arts (ELA) include: differentiated small group instruction using guided reading, book clubs and centers; large group reading with complex texts (close reading in large group setting); foundational skills taught through word study, phonics/phonological development, fluency, and sight words. Writing, both evidence-based and expository, is embedded within our literacy instruction. English Language Learners and students who work with our reading interventionist have their progress monitored biweekly using the Dynamic Indicators of Basic Early Literacy (DIBELS) or Text Reading and Comprehension (TRC) reading assessments.

Our instructional approaches reflect the professional development that teachers have received. These include: Kagan structures, guided reading and close reading, evidence-based writing, math discourse and math fact fluency, differentiated instruction, and other ELA and math content-specific strategies. Teachers

also learn from each other through the lesson study process, and through peer observation of high-performing colleagues.

Technology-based support is embedded into instruction. All students, parents, and teachers have free access to Office 365, which is used for communication and collaboration. Tumble Books and Follett Destiny bring library books directly into classrooms, and Newsela, Bubble Go and Brain Pop bring social studies and current events to our students. Zearn and iReady support math instruction, and Spheros are used to teach programming. Raz Kids and Imagine Learning support ELL learners. Additionally, all students in kindergarten and first grade, as well as English Language Learners and struggling readers in higher grade levels, are given Reading A-Z Kids.com online accounts to practice reading at home. We also have a Wednesday morning reading lab where students can use these online resources, and work with individual tutors.

Our students are provided with project-based learning, and real-life, hands-on learning experiences through our Schoolwide Enrichment Model, quarterly Cornerstone Projects, our science program and teaching garden, as well as participation in math contests, writing contests, poetry contests, and geography and spelling bees. Our location in Washington, DC also offers students real-world application of learning via a multitude of field experiences.

All of these approaches are used to ensure high levels of student learning. In addition, differentiated instruction occurs in all classrooms on a daily basis, and reading and math resource teachers provide ongoing interventions to students who are performing below grade level. The Response to Intervention (RTI) process is followed with fidelity, resulting in tiered interventions which are deployed and monitored to improve the skills of students performing below grade level. Dr. Joseph Renzulli's Schoolwide Enrichment Model (SEM) is used to enhance and enrich the learning of students in 3rd-5th grades. In the SEM model, students engage in tiered interest-based research and enrichment activities.

Achievement data, including current performance levels, performance trends over time, and comparative data, are regularly analyzed to improve student and school performance. This comprehensive analysis helps us plan next instructional steps, and identify role model classrooms and/or schools from which to learn best practices. Formative as well as summative data are analyzed, including: writing benchmarks, DIBELS/TRC, iReady, Reading Inventory, Gold, PARCC, ANET, CLASS, and ACCESS. Teacher-developed formative measures are used to monitor progress toward individual teacher and classroom goals, and to identify the need to modify instructional strategies.

The achievement gaps between the test scores of students in our White subgroup and the test scores of students in our two other racial subgroups (Black and Hispanic) have decreased significantly, while the performance of students in all subgroups has increased steadily. The PARCC ELA L4+ achievement gap between students in the Black subgroup and students in the White subgroup decreased from 56% in 2015 to 24% in 2017, and the PARCC ELA L4+ achievement gap between students in the Hispanic subgroup and students in the White subgroup decreased from 24% in 2015 to 23% in 2017. During that same timeframe: the PARCC ELA L4+ performance of students in the Black subgroup increased from 25% to 67%; the PARCC ELA L4+ performance of students in the Hispanic subgroup increased from 57% to 68%; the PARCC ELA L4+ performance of students in the White subgroup increased from 81% to 91%.

The PARCC Math L4+ achievement gap between students in the Black subgroup and students in the White subgroup decreased from 34% in 2015 to 21% in 2017, and the PARCC Math L4+ achievement gap between students in the Hispanic subgroup and students in the White subgroup decreased from 27% in 2015 to 13% in 2017. During that same timeframe: the PARCC Math L4+ performance of students in the Black subgroup increased from 50% to 67%; the PARCC Math L4+ performance of students in the Hispanic subgroup increased from 57% to 75%; the PARCC ELA L4+ performance of students in the White subgroup increased from 84% to 88%.

We have deployed a number of strategies to close those gaps, and raise the achievement of all students. These strategies are categorized as: parent engagement; sustained professional development; on-site and off-site remediation and enrichment, and; innovative approaches.

Parent engagement strategies include: regular individualized communication with parents to provide them with specific strategies to support their children, and providing an extensive list of online ELA and Math learning resources to parents. To make sure that all students and families are able to access these online resources, we have initiated a laptop computer lending program.

Sustained professional development focus areas include: math discourse, long answer written responses accompanied by specific and timely feedback, close reading, and guided reading. In addition, all teachers receive weekly job-embedded professional development led by school-based ELA and Math instructional coaches. This weekly professional development includes learning seminars, observations, and feedback. We also analyze comparative data to identify successful role model schools, and arrange site visits at those schools. During recent site visits, Stoddert teachers have observed evidence-based writing, math instruction, and student engagement.

On-site and off-site remediation and enrichment strategies include: a before-school Math Enrichment Club, with special encouragement for students in those subgroups to participate; restructuring our Computer Lab schedule so it is used as a remedial Math Lab one day each week; in-house 1-on-1 mentoring program which matches staff members with students who struggle in reading; increased tiered ELA and Math support through our Response-to-Intervention (RTI) process; in-class peer tutoring where high-performing students are matched with lower-performing students in both ELA and Math; cross-grade-level peer tutoring; less whole-group classroom instruction and more differentiated small-group classroom instruction, and; an off-site Saturday breakfast tutoring program.

Innovative approaches include: a partnership with the non-profit writing group 826DC; the use of classroom tools such as Plus/Delta to encourage student voice and relationship-building; creating problem-solving and strategy demonstration videos featuring students from those subgroups, and broadcasting those videos in the cafeteria during lunch time; individual student data and goal-setting chats; use of instructional applications and videos such as Flocabulary, Kahoot, and Jefferson Academy videos. In addition, classroom teachers, interventionists, and administrators meet regularly to monitor the progress of previously deployed strategies, and to make needed adjustments using the Plan-Do-Check-Act cycle.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Stoddert engages and motivates students by providing a positive environment that enhances academic, social, and emotional growth. Students have the opportunity to participate in activities such as Student Government, Geo Plunge, Challenge 24, track and field, morning announcements, morning Math Club, Eye to Eye arts-based mentoring program, Math Lab, Scripps Spelling Bee, National Geographic Geography Bee, Field Day, Family Fun Night, and #Stoddert Cares. A school-wide Culture of Kindness campaign began with a "Fill A Bucket" campaign in 1st grade to foster positive social interactions, and evolved into a school-wide Kindness Kick-Off event which included families and the community. Stoddert celebrated Inclusive Schools Week by encouraging students to Mix It Up at Lunch, and sit with a new friend. Also a year-long anti-bullying campaign is in place.

Many of these events have occurred through the work of our Social Emotional Learning (SEL) Goal Team. This team serves as a conduit of awareness for and ownership of school climate and cultures. It helps staff self-assess their own social-emotional awareness, and adopts and defines uniquely fitted programs and practices such as the Collaborative Classroom curriculum. Staff meetings include self-reflection, collaboration, and the identification of current SEL practices along a continuum of the five basic SEL competencies identified by CASEL.

Classroom teachers use different motivational tools in the classroom, including Flocabulary, Class DoJo, Yoga for Classrooms (Y4C) and Lunch Bunch. Student Government sponsors a number of motivational events, such as Spirit Week and Principal's Portrait Contest. During PARCC testing, students make and post motivational posters, and at the conclusion of PARCC testing, a barbeque and dance are held to show our students how much we appreciate their hard work. At the end of the school year we have a school-wide award ceremony where teachers recognize and highlight student success.

The Stoddert administrative team maintains an open door policy. Our administrators encourage our teachers to think outside the box, and develop and implement innovative methods to facilitate student learning. Administrators work closely with Stoddert's Academic Leadership Team (ALT) to build leadership skills through practice and book studies. The ALT members also have the opportunity to participate in district-wide leadership meetings. Site-based professional development is driven by teachers through the ALT. The team seeks out knowledgeable presenters to enhance teachers' continual development, including the internationally known math expert Steve Leinwand. Classroom coverage is provided so teachers can visit other classrooms and/or schools to observe best practices; in return, teachers from other schools are invited to Stoddert to observe our instructional practices. The biggest support system for Stoddert teachers are their colleagues. Teachers support each other through weekly collaboration in grade-level teams, in subject-specific learning groups, and in collaborative Goal Teams.

On a weekly basis, our English Language Arts (ELA) and Math instructional coaches support teachers by providing regular coaching, feedback, and educational articles that enhance our practice. During monthly staff meetings, staff members are supported and recognized through our Leaders of Learning peer recognition process. We are also fortunate to have a Parent-Teacher Organization (PTO) that supports teachers with generous stipends for instructional supplies and materials, along with breakfast and lunches on professional development days and during Teacher Appreciation Week. The PTO also honors and recognizes teachers for their years of service at a yearly ceremony.

2. Engaging Families and Community:

Stoddert engages and collaborates with families and community members to encourage student success in both academic and social emotional domains. The principal leads monthly "Coffee with the Principal" discussions to keep the school community informed of school events and opportunities. School announcements and updates are regularly posted on the Stoddert website. Stoddert has an active Parent Teacher Organization (PTO) that fills important roles in our leadership and support systems. PTO officers

serve on our Local School Advisory Team (LSAT), and the organization provides substantial financial support for learning materials, special programs, and professional development. The PTO also sponsors a before and after school-care program, which provides continuity of care as well as a myriad of clubs, such as homework assistance, chess, ballet, and karate.

Social Emotional Learning is important to the Stoddert community. The school participates in a Culture of Kindness event where families work together to promote kindness at school and throughout the local community. Eye-to-Eye is a unique arts-based public/private school partnership which matches Stoddert students who have different learning needs with trained high school mentors from the Lab School for Disabilities. The focus of this program is to build relationships and metacognition, enhance self-esteem, and strengthen advocacy skills through the creation of collaborative art projects. Stoddert is the only DCPS School to participate in this partnership.

Engaging parents in their children's academic success is a priority at Stoddert. Each teacher keeps a communication log to ensure that parents are receiving individualized information about their child's learning. Teachers are available for individual conferences, and regularly present information at events such as Back-to-School Night, Academic Night and the Science Technology Engineering and Mathematics (STEM) Fair. Also, our Responsive to Intervention (RTI) team plays a key role in partnering with families to develop tiered strategies for student success.

Stoddert is fortunate to have a large population of students from countries around the world. Our school community comes together to celebrate this diversity at our annual International Day event. At that event, many of the embassies from our students' native lands provide cultural displays. Also, each class presents facts about a different country. The flag parade and fashion show showcase the different cultures at our. This early interest in varying cultures is an important first step in teaching our students to be engaged and informed global citizens.

Stoddert students learn about the importance of giving back to the community by participating in a range of programs. The Walk for the Homeless, Pennies for Patients, and a coffee drive for Friendship Place Shelter are all meaningful ways for students to support our local community. Also, a dedicated group of students who volunteer to make sandwiches for the homeless during their recess form the club #StoddertCares. Stoddert is committed to student success. We engage and collaborate with our local community, and through those partnerships we obtain and utilize resources to reach our goals.

3. Professional Development:

Stoddert's organizational value of Continual Improvement is reflected in our ongoing professional development in the following areas:

Social Emotional Learning (SEL) Competencies: Professional development in this area has improved staff and students' self-awareness and self-regulation throughout the school day. This has resulted in increased kindness and acceptance of our differences, increases in responsible decision making, and decreased misbehavior, bullying, and cyber-bullying. Faculty and staff have expressed an increase in their own resiliency following a professional development session titled, Trauma, Polyvagal Theory and Resilience Journey: A restorative view on helping children be in their learning brain.

Parents, students and faculty joined together to participate in a school-wide Culture of Kindness breakfast. Participants at that event made Valentine's Day cards for children or special friends who were very ill or hospitalized.

Math Discourse and High Effective Math Instruction: Our team has been working with research analyst, author, and international presenter Steve Leinwand on an ongoing series of professional development sessions to help us achieve our goal of increasing the quantity and quality of student math discourse. During these sessions, Mr. Leinwand modeled effective strategies, and co-planned, co-taught, and debriefed math lessons with every teacher who teaches math at Stoddert. Mr. Leinwand has presented three sessions so far, and will present another session before the end of this school year.

In addition half of the Stoddert faculty has been engaged for the past two years in weekly job-embedded math professional development, led by our math instructional coaches. Topics have included math fluency strategies and math teaching strategies for English Language Learners (ELL). Furthermore, one teacher from every grade level will attend the upcoming 2018 National Council of Teachers of Mathematics (NCTM) Annual Meeting and Exposition in the spring of 2018.

English Language Arts (ELA) Best Teaching Practices: International speaker/presenter Kathleen Kryza presented a highly successful series of workshops on Differentiated Instruction to the entire faculty during SY16/17; this professional development has proven helpful in meeting the differing learning styles and needs of our students. For the past two years, half of our faculty has been engaged in weekly job-embedded ELA professional development led by our ELA instructional coach. The topics focused on have included: Close Reading of Complex Text; Evidence Based Writing; Writer's Workshop, and; Foundational Skills. Our ELA instructional coach has also arranged opportunities for teachers to observe colleagues at Stoddert, and at other schools.

Stoddert's Academic Leadership Team (ALT) has modeled continual learning by participating in the following Book Studies: *The Five Dysfunctions of a Team* by Patrick Lencioni; *Multipliers-How the Best Leaders Make Everyone Smarter* by Liz Wiseman; *The Quality School - Managing Students Without Coercion* by William Glasser, MD. These book studies are part of the administration's efforts to enhance ALT members' leadership skills, with an immediate goal of improving student learning, and a longer-term goal of succession planning.

School Emergency Response Team (SERT) Training: School administrators have also been trained as SERT Responders and have subsequently created and conducted turn-key training for 18 SERT members. The purpose of this training is to prepare our SERT to respond in the event of: active shooter; severe weather; evacuations, etc. Also, our SERT has proactively cultivated partnerships with: DC Metropolitan Police Department; DCPS Emergency Command Center; DCPS Offices of School Security & Operations; PTO Co-Presidents and the PTO Communications team; DC Department of General Services (DGS); Guy Mason Recreation Center (evacuation site); Fillmore Art Center (a school where students are bused weekly to take classes in the arts), and; District Department of Transportation (DDOT).

4. School Leadership:

Stoddert Elementary School is a values-driven organization, and one of our organizational values is: Visionary Leadership Throughout the School. We work diligently to create robust, collaborative systems and distribute leadership among all members of our school community, including administrators, teachers and staff members, students, and parents.

A primary goal of the principal and assistant principal is to help others develop their leadership skills. This enables our school to improve the services we provide to all stakeholders, while at the same time meet our needs for long-range succession planning. In order to accomplish this goal, our Academic Leadership Team (ALT) has made leadership development one of its major focus areas. Our ALT consists of the principal, assistant principal, math instructional coach, English Language Arts (ELA) instructional coach, and the chairpersons of our ELA, Math, and Social Emotional Learning (SEL) Goal Teams.

Another of our key leadership structures is Stoddert's Goal Team process. All teachers serve on at least one of our three Goal Teams. These teams are led by teachers and/or instructional coaches. Each Goal Team develops measurable school-wide goals, strategies to work toward those goals, and in-process measures to track our progress. The Goal Team chairpersons are responsible for leading the work of their Goal Teams, adjusting strategies as needed and reporting progress to the full staff on a monthly basis. As noted in the previous paragraph, the Goal Team chairpersons also serve as members of our ALT, which creates an aligned two-way conduit of information between those teams.

Stoddert is fortunate to have the support of highly engaged parents and community members. These stakeholders are actively involved in Stoddert's leadership structure through membership in our Local School Advisory Team (LSAT), and through our Parent/Teacher Organization (PTO). The LSAT

membership includes parents, community members, and staff members; this team meets regularly and is charged with providing advice to the principal regarding budget, curricular offerings, and other areas related to student success and safety. The PTO takes the lead in securing funding to provide a number of resources and programs which align with our curricular and co-curricular priorities. The PTO leadership collaborates at least monthly with school leaders; general PTO meetings are held on a bi-monthly schedule.

We also strive to help Stoddert students personalize our Visionary Leadership value, and to understand that each of them - as the most important members of our school community - has important leadership responsibilities. Not only are they intrinsically responsible for their own behavior, they are also extrinsically responsible for being good role models for their peers. Additionally students have the opportunity to assume leadership roles in co-curricular offerings which include: Student Government, Green Team, Ski Team, Track Team, Spanish Club, Eye-to-Eye Mentoring, and #Stoddert Cares.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Stoddert Elementary School employs multiple strategies to help our students be successful learners. Like many successful schools, we make extensive use of in-process data to inform our instructional decisions, and we provide relevant professional development opportunities for our staff members, with this year's focus being on math discourse. We also have aggressively expanded our technological learning tools, which now include Osmos, Sphero robots, document cameras, iPads, and access to resources such as Zearn, Boost, Raz Kids, and Pebble Go.

However, the ONE practice that has been the most instrumental to our school's success is our firm commitment to the guiding principles of Collaboration, Innovation, and Alignment. The first letters of these guiding principles form our "CIA" acronym which is displayed throughout the school, and on the back of our staff shirts.

Collaboration is evident throughout the school. All grade levels have built-in collaborative planning time, in addition to the cross-grade-level collaboration that occurs during weekly subject-specific embedded professional learning seminars. Also, all teachers are members of a collaborative Goal Team, either in English Language Arts (ELA), Math, or Social-Emotional Learning (SEL). Each goal team is responsible for using data and information to craft school-wide goals, developing strategies to work toward the goals, developing formative measures to know if we're on track to meet the goals, adjusting the strategies as needed, and reporting to the full staff on a monthly basis. Another example of collaboration is our Response to Intervention (RTI) Team, which provides tiered support strategies for students who are experiencing academic and/or behavioral challenges.

Innovation abounds at Stoddert. For example: we have an award-winning teaching garden that is integrated into our science program; we are one of the very few elementary schools to offer Dr. Joseph Renzulli's Schoolwide Enrichment Model (SEM) to our students; we offer a before-school math enrichment club, and a before-school BOKS physical activity program, both of which are well attended; we have eliminated traditional library and computer "specials" and combined them into an integrated Information Technology course; we provide innovative physical education programming such as archery, fly fishing, and bicycle riding, and; our students attend the Fillmore Arts Center each week where they receive the full menu of arts instruction. Additionally, we are the only DCPS school to participate in the national Eye-to-Eye arts-based mentoring program for students with diverse learning needs, and in the international Dancing Classrooms program.

We've worked diligently over the past several years to create alignment among our goals, strategies, and resources. Starting with the district's Strategic Priorities, we align our Comprehensive School Plan focus areas, our school-wide Chancellor Goals and strategies, our Goal Team goals and strategies, and individual teacher goals and strategies. These aligned goals and strategies then serve as the criteria for determining how to allocate our resources.