

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):
 - 143 Elementary schools (includes K-8)
 - 43 Middle/Junior high schools
 - 27 High schools
 - 5 K-12 schools

218 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	0	0	0
K	59	57	116
1	76	71	147
2	83	73	156
3	74	71	145
4	66	81	147
5	82	78	160
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	440	431	871

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 3 % Black or African American
 - 15 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 6 % 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: 6%

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	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2016	844
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 3 %
24 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):

Arabic, Hebrew, Hindi, Malayalam, Mandarin Chinese, Spanish, Thai, Turkish

7. Students eligible for free/reduced-priced meals: 15 %
Total number students who qualify: 135

8. Students receiving special education services: 13 %
116 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>42</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>59</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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.	49
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.	4

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 18:1

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	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 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. 2008

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

All students will maximize their potential for learning and acquire skills necessary for success in the 21st century.

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

Colleen Bevis Elementary School is located in the FishHawk Ranch neighborhood, approximately 25 miles southeast of Tampa, Florida. This suburban community is home to a wide variety of families including military personnel, retired professionals and an increasing diversity of socio-economic households. Students who attend Bevis Elementary live in an environment rich with outdoor trails, community events, sporting opportunities and academically focused clubs. A predominant percentage of students bike or walk to school creating a parade of families, thus fostering a deeper sense of community.

With the growth of our community and rezoning boundaries, necessitating a third local elementary school, we have witnessed a recent change in the economic stability of a portion of our students. We have had an increase in the number of families requiring economic support include those residing in multi-generational homes and/or utilizing government assistance. Even with this change in our student population, including our bottom quartile who continue to make significant academic gains, we have maintained our commitment to excellence in education, still upholding our position in the top 1% of schools state-wide.

An “A” rating every year since its inception in 2000, Bevis Elementary consistently strives to improve. Our traditions and awards, including 2008 National Blue Ribbon, attract students and families seeking an education at the highest level. One of our most anticipated traditions is the first day of school where our principal and assistant principal greet each child, by name, in a dramatic and memorable way relating to the current year’s theme; on horseback, in a replicated hot air balloon, with Tampa Bay Rays (MLB) mascot, or surrounded by BMX stunt bike riders. The line of families waiting with excitement to take pictures with administration is testament to our emphasis on community and our school as one family. From our Veteran’s Day Program, monthly service projects, and testing kick-off celebrations, to our Principal’s Honor Roll breakfasts, Bronco of the Month program and daily Bronco Bucket Fillers announcements, Bevis focuses on recognizing and rewarding citizenship and assisting others. Students at our school are united in that together we have cultivated an empathetic culture.

It begins early. Our younger Broncos, 1st graders, can be seen at the neighboring pre-school reading to those in attendance, fostering their love of reading and inciting anticipation to be a Bronco. It continues throughout their elementary years, culminating in fifth grade as they apply for positions of Peer Mediators, School Safety Patrols, PE helpers or “Fifth Grade Helpers” assigned to each and every classroom. This Bronco mentality encompasses two fronts. As respectful citizens, they are immersed in a culturally and socio-economically diverse school. As students, they showcase their accomplishments in summative testing (ranking 5th in the state in 2017), as well as in district Math Bowl competitions, STEM Fair awards, Science Olympics and similar academic competitions. Our greatest pride can be seen in students’ rapport with one another, as they compliment and congratulate one another on their achievements.

The Florida Five-Star Award, which recognizes exemplary relationships between schools, families, business partners and stakeholders, has been awarded to Bevis Elementary for all of its 17 years. Similarly, we have earned the Golden School Award from Hillsborough County Schools for our extensive volunteerism, averaging over 13,000 hours annually. Our distinguished faculty is award-winning as well. Among our ranks include Florida Reading Teacher of the Year, Guidance Counselor of the Year, Math Lead Teacher of the Year, and one of five finalists for Hillsborough Teacher of the Year. In 2016-2017, 15 of our teachers (top in the district) earned the status of Florida High Impact Teachers, an award given to intermediate educators whose students’ scores over a 3-year period showed academic excellence and growth. Not to ignore our amazing support staff, Bevis recently earned the Clean Sweep award for Hillsborough County Schools.

Our consistently top-ranking test scores bring families who value strong education. The prestigious Blue Ribbon award combined with our high standards of performance, have attracted other professionals from local schools and neighboring counties as they search for programs and resources to assist them in providing effective learning opportunities for their students. Several content leaders within the Bevis faculty have shared our school’s strategies and best practices with other elementary PLC’s (Professional Learning Communities.) Since our 2008 National Blue Ribbon Award, our student population has evolved. Our

subgroup of ELL (English Language Learners) has increased six-fold and students receiving Free or Reduced Lunches have increased 9 percent. Even through a change in administration, in state standards, and testing format, Bevis has championed its mission that all students will maximize their potential for learning and acquire skills necessary for success in the 21st century.

The Blue Ribbon banners outside the school and Blue Ribbon Merit Badges displayed in our classrooms are visual reminders to all stakeholders that we are committed to excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core curriculum at Bevis Elementary, follows standards from LAFS (Language Arts Florida Standards) and MAFS (Mathematics Florida Standards). These rigorous standards ensure that each student is challenged to reach their full potential. Learning targets, which are posted in every classroom, are objectives that encourage our students to take an active role in their own learning. These targets have three components which assist students in knowing what they are learning, how each lesson serves as a foundation for future content, and the all-important WHY. As a result, students are constantly aware of the purpose of their lesson and can integrate real world applications into their explanations. Teachers frequently utilize student discussions and reflections of learning targets to determine concept mastery.

Our ELA (English Language Arts) block is comprised of 90 minutes of uninterrupted daily instruction and discovery. We supplement that time with 45 minutes of writing daily. Differentiation and personalization within heterogeneous classrooms begins with small group instruction, guided reading, and personal book selection during independent reading time. Our teachers add intensity through extra vocabulary enrichments and Daily 5 for personalized instruction and goal setting. The reading curriculum focuses on five core areas: phonological awareness, phonics, vocabulary, fluency, and comprehension. Bevis Elementary also utilizes the Scholastic Reading Counts program; a motivational program which increases independent reading. The “Million Word Club,” instituted by our fifth-grade teachers, inspires all readers to challenge themselves independently. Additional recognition is awarded to students who far surpass those goals. At year’s end, we often have several students who have read over 12 million words!

Florida Standards (MAFS) are the framework for math instruction. The specific domains for each grade level are: Operations and Algebraic Thinking, Number and Operations, Measurement and Data, and Geometry. The domains are taught through the incorporation of the 8 Standards for Mathematical Practice (SMP), where students are actively engaged in their education and the process is as important as the product. These SMPs include but are not limited to Make Sense of Problems and Persevere in Solving Them, Reason Abstractly and Quantitatively, Construct Viable Arguments and Critique the Reasoning of Others, Use Appropriate Tools Strategically, and Attend to Precision. These higher order thinking experiences provide our students with the capability to meet and/or exceed district averages.

In Florida, science is not formally assessed at the state level until fifth grade. However, each grade level provides one hour of science instruction daily. Physical science, Life science and Earth/Space science are our main topics with each grade laying the foundation for years to come. Through investigative laboratory experiments and intensive learning with differentiated non-fiction resources, students master and exceed our benchmarks delineated by the Next Generation Sunshine State Standards (NGSSS). Our teachers collaborate frequently to maximize foundational knowledge for each component and to integrate the Nature of Science into each and every topic. Primary students discover the processes of science, scientific inquiry, as well as observational and inferencing skills. Intermediate students build and transition to a focus on the practices of science, characteristics of science knowledge and extending to laws, hypotheses, theories and models.

The Social Studies curriculum in Florida encompasses a cyclical approach to American History, Civics & Government, Economics, and Geography. Each grade level intensifies its learning on specific components within. For instance, fourth grade students will conduct a comprehensive unit on Florida counties including comparisons and contrasts of each. Earlier primary grades will have students engaged in historical inquiry and analysis, then blending into chronological thinking. One favorite of teachers and students alike is the second grade personal ancestry unit. Culture, heritage, customs (including culinary), and traditions are researched before students produce and present their final project. Financial literacy is the final component in our social studies curriculum as Bevis fifth grade students prepare for their field trip to JA Biztown. This student-sized town offers an engaging, hands-on program which introduces students to economic concepts, workplace skills, and personal and business finances. Financial literacy is also supported weekly through the presence of Suncoast Credit Union. Students K-5 are able to make deposits and track their savings to

instill a financial literate mindset from the earliest of ages. Through many of these enriching opportunities, our students are obtaining a well-rounded education, strengthening their knowledge base in a variety of social studies concepts.

2. Other Curriculum Areas:

Our students receive education in their specials area daily, or more specifically; two physical education classes per week, two music instructions per week, one art lesson per week as well as research/reading time in the library and allotted classroom time in one of our computer labs. The instructors of each discipline are highly qualified, enthusiastic representatives of their field. They, like their core curriculum counterparts, strive to fulfill our mission that all students will maximize their potential for learning and acquire skills necessary for success in the 21st century.

Our Visual Arts program consistently produces award-winning projects each and every year. In addition to the mandated standards (skills, techniques, and processes), our art instructor embeds core curriculum concepts whenever applicable. From tessellations in math, to historical context of famous artisans, students realize the relationship between content areas and apply their learnings across curricula. Every student at Bevis Elementary receives art instruction and their grade levels hold an art exhibit once a year that coincides with their music program. In that respect, parents and community members are offered an opportunity attend to a showcase of many artistic talents.

Comparable to visual arts, performing arts instructors align their curriculum to support learning in the core content areas. In addition to reading music and learning extensive vocabulary by application, Bevis students spend years playing guitars, xylophones, drums, and recorders. Their abilities on these and other instruments are on display during their grade level performances. Instruction during music class offers students an application to practice their math skills (fractions and patterns) as well as deeper understanding of eras, social studies content, as they research composers and musical styles. Opportunities for students to extend their semi-weekly musical instruction are plentiful. Students in the intermediate grades try out for Orff Ensemble (percussions), Chorus, or Hand-bell Troupe. Students selected for these programs meet before and after school, perform during school functions and at local events. Specifically, our chorus is a crowd favorite at our district's Relay for Life - Cancer Research Fundraiser and our school's Veteran's Day program which brings in many military personnel from our vast community. A great source of pride for our Bevis Broncos is our annual musical which allows students to add theatre to their growing repertoire.

Our physical education department focuses their instruction on supplementing their core standards. Through interactive game-oriented experiences, students in every grade, work on movement and cognitive competency. Coaches integrate lifetime fitness goals as well as responsible behaviors and values into every lesson. Teamwork, cooperation, conflict resolution, and creativity are all aspects that blend seamlessly from physical education to all other classes and life experiences. Several of the service projects that our school participates in come directly through the physical education department. Students Jump Rope for Heart for the American Heart Association, run in a mini-Relay for Life for the American Cancer Society and document their daily physical activity during the Play 60 – Get Fit -Challenge which brings new equipment while emphasizing the need to maintain physical fitness throughout life. We have won the Play 60 Challenge twice district-wide and were ranked 6th nationally for average minutes of physical activity per student. Recently our school became a Tampa Bay Buccaneers (NFL) Academy School which provided our school with a large covered court. Field Day is another example of our school using physical activity to come together in the community. With over 100 parent volunteers, students navigate their way through events focusing on their stamina, collaboration techniques, and PE prowess.

The Media Center at Bevis Elementary is much more than a compilation of books. It is a research center and computer hub that quickly transforms into Dr. Seuss Land, a Battle of the Book Tournament, Fairy Tale Bowl, or voting booth for primary students - whatever is needed for student-centered learning. Classes rotate frequently, student groups enter for projects, and teachers meet to discuss professional resources. Twice per school year, Bevis joins with Scholastic to hold book fairs, averaging \$14,000 in annual sales, benefiting both our library and those of nearby schools. All of these events create a learning environment that emphasizes reading as a life-long skill.

Bevis faculty members subscribe to the mission and vision of the school by volunteering to sponsor clubs and other extracurricular activities. Academic clubs for both reteaching and enrichment are grade-level specific and are differentiated for those in attendance. Clubs such as Chess, Math League, Math Bowl, Computer Coding, and Tivitz (math strategy game) give all students the opportunity to engage in learning in a way that is non-traditional and can often be self-paced creating success for every participant. STEM and Science Olympics are avenues students can follow which are interested based and provides competitive events at local colleges and museum that often take participants out of the school setting.

3. Instructional Methods, Interventions, and Assessments:

Personalization is the primary focus for academic instruction at Bevis Elementary. Administration and educational staff work cooperatively with all stakeholders to maximize student learning opportunities. Continuous improvement is the driving force behind student individualized instruction. Methods utilized by teachers provide for a variety of learning styles, interests, modalities and exceptionalities.

Instructional grouping may consist of whole group, small heterogeneous or homogeneous groups, or one-on-one depending upon the learning target and expectations. Small group instruction provides an opportunity for more targeted teaching and cooperation amongst peers. This is evident in guided reading groups, math learning teams and science laboratory stations. Writer's Workshop exemplifies the one-on-one individualized instruction and collaboration necessary for personal academic growth. Teachers and support personnel share best practices to create a portfolio of ideas which establish an exemplary learning environment for students at all levels.

As recipients of a technology grant, we are able to meet the changing needs of our students. Teachers received professional development on utilization of specific software programs and interactive websites to complement classroom instruction. Students find the novelty of Kahoot, Powtoons, Prezi and TigTag make learning engaging and memorable. Easy CBM is a district approved web-based progress monitoring tool for lower tiered students. Hillsborough District Schools has adopted the I-Ready program for data collection and guiding instruction. While at home, students can access the interactive components of our district-adopted math and science texts as well as several commercial reading and math web-based programs (MyOn, Dimension U). This provides teachers yet another data collection point to guide instruction. Two high-stakes computer labs and four mobile classroom laptop carts (each with 20+ laptops) make modern technology accessible for all students.

Our grade level teams meet frequently during PLC (Professional Learning Communities) to analyze student data among educational peer groups. In addition, weekly MTSS (multi-tiered system of support) meetings monitor individual progress for students in the bottom quartile not meeting grade-level expectations, or in need of academic enrichment. Goals and plans are created to increase performance prior to the next scheduled meeting. Bevis teachers meet semi-monthly in curriculum vertical teams where each content area is represented by teachers from each grade, K-5. This ensures continuity of standards and an opportunity for data discussion across all grade levels. Comprehensive data collection and reflection generate an individualized approach to teaching and learning.

Students with an IEP (Individualized Educational Plan) are provided with a variety of interventions from the ESE team (Exceptional Student Education). They supplement regular education teachers with a full continuum of services to best meet our students' individual needs. Our team has earned several ESE Education awards including one from the Council of Exceptional Children for working with students with disabilities. Volunteer tutors donate their time to work one-on-one with students in the lower quartile or who teachers recommend for additional assistance. Grade level PLCs dissect assessment data and select a subset of students to attend an afterschool Extended Learning Program (ELP). These ELPs are offered several times throughout the year and in every grade level as needed by data analysis. High achieving students, qualifying for gifted services, are taught by certified personnel, receiving core curriculum and enrichment in reading, math, and science daily. Afterschool academic enrichment programs are offered to maximize learning potential for high performing students.

The FSA (Florida Standards Assessment) is our end of year summative assessment for grades 3 – 5. Mastery is considered a level 3 with high achievers earning a 5. Consistently, our students have exceeded state averages. In 2016-2017, 90% of our students earned a 3 or higher on the ELA (English Language Arts), 96% for mathematics, and 91% for science. Bevis celebrates learning gains among all students and subgroups. Of greatest pride are the achievements made by students in the bottom quartile: 81% made learning gains in ELA and 86% in math. These accomplishments prove our strategies of personalization and reflections on data analysis create a learning environment that benefits each and every student.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Positive rapport between students, faculty, administration and community members is evident throughout Bevis. Each student feels welcome, safe and respected due to the many established programs. Character development is as essential to academic growth in our school culture. The guidance department supports Bevis' commitment to the whole student by meeting regularly with parents, small student groups, and individual students as needed. Each classroom receives monthly lessons on positive character traits, good decision making, problem solving, and conflict resolution. Every student applies for a school leadership position at the conclusion of their 4th grade year. Safety Patrol, Peer Mediators, Media/PE/Homeroom Helpers are all opportunities for 5th graders to make a positive impact as role models for younger students.

Morning announcements include "Bucket Fillers" where students are recognized by teachers and peers for demonstrating acts of good character. Each homeroom class selects a "Bronco of the Month" who models a specific character trait. Students are rewarded with a horseshoe car magnet, gifts from local business partners, and their group picture is displayed in the media center. Recognition is also given to students who have participated, or succeeded, in school and local competitions through our weekly newsletter, "The Trailblazer." Our Twitter feed (@HCPSBevis) is another venue for students and families to share in our Bevis accomplishments. Students' academic growth as well as citizenship is rewarded in each classroom and during Bronco Award Assemblies. A Principal's Breakfast is held each academic reporting period to give families an opportunity to celebrate their child's academic successes.

TELL HCPS is the annual survey platform for teachers, parents, and students to provide valuable feedback within several categories. Bevis faculty responded with 100% strongly agreeing when queried if "teachers are recognized as educational experts." Similarly, 98% strongly agreed that teachers support one another and an equal percentage affirmed an atmosphere of trust and mutual respect in our school. Similarly, students are also afforded the opportunity to participate in a School Culture and Perception Survey (SCIP). Data from the SCIP illustrates the strong emphasis on culture, learning and character as 99% of students feel that their teachers care about them and 100% responded that their teachers want them to do their best. We take great pride in the fact that we have a 97% current aggregate favorable scorecard. Data points from these anonymous surveys are indicative of the positive climate and culture embodied at Bevis Elementary.

2. Engaging Families and Community:

Bevis Elementary's high academic achievements, family-oriented culture, and previous National Blue Ribbon Award (2008) make it a highly sought after learning environment. With over 13,000 volunteer hours recorded annually, Bevis opens its doors regularly for parents, community members and business partners. Volunteer trainings for media helpers, tutors, homeroom parents, and "Lunch Bunch" are well attended and culminate with celebrations of appreciation at the end of each school year. Our award-winning PTA plans a multitude of after-school events to engage families in building a strong school-community-family connection. These events serve many purposes from academic overviews and awareness (Family Information Night, CyberSafety) to family engagement evenings (Movie and Craft Nights, ESOL reading events). Service programs are blended into the school calendar as students donate to Toys for Tots at the holidays, canned food for local communities, and Coins for the Cure benefiting Relay for Life. Our solitary school fundraiser is the Bevis Rodeo where 100% of proceeds return to teachers and classrooms. Parents volunteer, business partners and local companies donate baskets of goods and/or services for silent auctions, and classes create mementos of their year. The Rodeo is a highly anticipated event where families spend quality time with Bevis faculty and the local community. The fact that it benefits Bevis draws future, current and former Broncos!

The School Advisory Committee (SAC) is comprised of teachers, support personnel, administration, parents, and business partners. As liaisons between the school and community, one of their tasks is to create the annual School Improvement Plan (SIP). Goals are modified annually to reflect changes observed through data analysis. This year's goal: Student achievement will increase and/or maintain high levels

through rigorous, engaging, and purposeful experiences intended to directly impact applications of critical thinking skills. Our SAC meets eight times during the school year and, similar to PTA, provides parents a voice in conversations important to the efficacy of our school.

Constant communication with parents helps build the home-school connection that benefits students immeasurably. Our English as a Second Language (ESOL) program holds PLC meetings to update parents on curriculum throughout the year. School wide information is accessed via the school, PTA website, or weekly newsletter. Parent link emails/texts alert families of time-sensitive information. Information pertinent to each class is written in each child's agenda daily and is a forum for parents to communicate back to teachers. Students and parents can both access a communication and grade portal called Edsby. This interactive site gives families instant updates regarding grades, assignments and upcoming events.

3. Professional Development:

Professional Development trainings are selected yearly after data analysis from faculty TELL (Teaching, Empowering, Leading, & Learning) survey results, SCIP (School Culture and Perception Survey) and summative student assessment data. Our needs are evaluated then professional development goals are written to assist us in creating our School Improvement Plan (SIP) and in determining future trainings and inservice opportunities. Many faculty members are district trainers affording us the opportunity to hold in-house workshops geared toward our specific school goals. Faculty trainings held for the staff promote collegial conversations within learning environments outside of the training setting, creating cohesion among grade levels and curriculum vertical teams. Teachers who attend district and state inservice trainings off-campus disseminate information and best practices through grade level PLC's (Professional Learning Community) and committee meetings. Additionally, we currently have over 10 Nationally Board Certified teachers who mentor new and veteran teachers.

Bevis was granted a pilot program awarding us two TTDs (Teacher Talent Developers) whose objectives include analyzing student data and aligning professional development to meet SIP goals. Even though we are leaders state-wide in science assessments (over 90% mastery), a need was discovered to revisit foundation content and strengthen investigative skills. Tapping into our own knowledge base, faculty science leaders met with all science teachers to implement new strategies. Participants modeled lessons and generated feedback to support one another on our quest for effective science instruction. Teacher leaders have also provided trainings on topics such as Differentiation, Higher Order Thinking Questions, and Thinking Maps. Annual book studies, chosen by administration after an intensive selection process and supplied by PTA, are greatly aligned to our students' academic and social needs. The Growth Mindset Coach (Annie Brock) and Strength Finder 2.0 (Tom Rath) have recently impacted our students in both confidence and awareness of their own academic abilities.

Administration and our guidance department model continuous improvement as they frequently attend professional development as well. Due to our growing military population (15%), administration and guidance annually attends conferences sponsored by The Military Child Education Coalition. Growing, Learning, and Understanding (GLU) provides us resources for working with and responding to needs from our military families as they transfer from school to school. SAM conferences (School Administration Manager) equip our principal and assistant principal with tools for effective time management and strategies to increase faculty motivation. The academic and social success of our students is directly correlated to our faculty and administration's commitment to purposeful professional development.

4. School Leadership:

"The strength of the team is each individual member. The strength of each member is the team." – Phil Jackson

Leadership at Bevis is multi-faceted. Principal, Assistant Principal, Guidance, SAC (School Advisory Committee), CST (Child Study Team), and ILT (Instructional Leadership Team) are all integral components to our successful collaboration. The guiding factor to our principal's philosophy, a vision shared by the entire staff, is that building relationships and utilizing each individual's strengths creates a

dynamic learning environment. By incorporating each team member's area of expertise, administration creates committees where abilities complement one another producing efficient and forward-thinking educational practices. Our principal extends her daily role to include fostering relationships among professionals in different roles, welcoming diverse ideas. As a result of this, we are innovators in our field.

Decisions are made by our school leaders based upon extensive data analysis leading to effective strategic thinking. Clear communication between administration and faculty regarding the school's philosophy creates a culture where teacher leaders thrive. These beliefs help teachers become leaders both in the classroom and in the profession. Teacher turnover rate at Bevis is minimal with the exception of those who have accepted administrative positions of their own within our district. Teachers responded 100% in agreement that they are given leadership positions throughout the school. Our principal strategically places us in appropriate roles, develops our leadership skills, trusts us with decision making and thus fosters our confidence to succeed and therefore our students as well.

Exemplary leadership at Bevis is also provided by the ILT (Instructional Leadership Team), SAC (School Advisory Committee) and CST (Child Study Team). ILT is comprised of grade level team leaders, guidance, administration and the school advisory chairperson. The function of this leadership team includes aligning decisions with the school's mission and vision. Specifically, the ILT monitors student data and district survey results. The CST, with homeroom teacher input, meets weekly, evaluating assessment data for students in need of intensive support. Their suggestions and decisions drive accommodations and additional steps required for personalization of instruction. Teachers, administrators, support personnel, parents, business partners and community members (SAC) meet frequently throughout the year to disseminate school-wide initiatives, programs and data. One of the SAC chair's responsibilities is to be the liaison between school and the community. All of these leadership positions illustrate our administration's vision to develop a faculty of leaders while nurturing a results-focused school culture.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The strategy that makes Bevis Elementary exceptional is our commitment to being lifelong learners. We strive to foster an environment conducive to learning through discovery. Our expectations of all stakeholders (administration, parents, teachers, students) is that we all work toward continuous improvement of ourselves and others. Teachers and administrators continually challenge one another to reach new heights. Whether collaborating in PLCs, attending district trainings, or leading on-site inservices, our educators seek innovative and purposeful strategies to bolster our best practices. Formative, summative and informative assessment data is evidence of successful implementation of this strategy. We demonstrate our commitment to excellence in education with 90% of our students successfully mastering ELA content, 96% mathematics, and 91% science.

Our learning culture for students inspires them to become information seekers and thus lifelong learners as well. Through engaging lessons of discovery, students learn to question, investigate, research, and formulate their own path toward meeting benchmarks and standards. This approach affords them the opportunity to regularly self-assess which drives personalized instruction. Students are aware of goals and objectives for each lesson and can articulate the purpose using real-world applications because teachers have clearly presented them in context. Knowing why a skill or standard is important helps students synthesize information effectively. The success of our strategy, building lifelong learners of all students, is evident not only in the achievement data list above, but in recent SCIP (School Climate and Perception Survey) results as well. When prompted, 100% of students strongly agreed “My teachers require me to work hard,” “My teachers want me to do my best,” and “My principal and teachers help me to be ready for the next grade.”

Our mission statement, “All students will maximize their potential for learning and acquire skills necessary for success in the 21st century,” along with our vision, “Colleen Bevis Elementary will be a top performing school in Hillsborough County,” iterate our belief that being lifelong learners leads to success.