

U.S. Department of Education
2019 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. Chad Rose

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

Official School Name Stevenson Ranch Elementary School

(As it should appear in the official records)

School Mailing Address 25820 North Carroll Lane

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

Stevenson Ranch CA 91381-1100
City State Zip Code+4 (9 digits total)

County Los Angeles County

Telephone (661) 291-4070

Fax (661) 291-4071

Web site/URL

https://www.newhallschooldistrict.com/Stevenson

E-mail crose@newhall.k12.ca.us

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*Mr. Jeff Pelzel

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jpelzel@newhall.k12.ca.us

District Name Newhall School District Tel. (661) 291-4000

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 Mrs. Suzan Solomon

(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 10 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, 2018 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 67 | 59 | 126 |
| 1 | 42 | 55 | 97 |
| 2 | 43 | 75 | 118 |
| 3 | 59 | 41 | 100 |
| 4 | 56 | 58 | 114 |
| 5 | 65 | 51 | 116 |
| 6 | 66 | 56 | 122 |
| 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 | 398 | 395 | 793 |

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 26 % Asian
 - 3 % Black or African American
 - 19 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 40 % White
 - 11 % 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 2017 – 2018 school year: 5%

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, 2017 until the end of the 2017-2018 school year | 25 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 13 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 38 |
| (4) Total number of students in the school as of October 1, 2017 | 784 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.05 |
| (6) Amount in row (5) multiplied by 100 | 5 |

6. English Language Learners (ELL) in the school: 5%
43 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Assyrian, Farsi, French, Korean, Spanish, Turkish

7. Students eligible for free/reduced-priced meals: 9%
 Total number students who qualify: 75

8. Students receiving special education services: 12 %
97 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>28</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>53</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>13</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: 4
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. | 33 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc. | 3 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 15 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 5 |

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 24:1

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

| Required Information | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 | 2013-2014 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| 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 2018.

| 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. 2012

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

To insure that students become global citizens who think critically, solve problems, persevere, embrace diversity in people and viewpoints, and have a passion for learning.

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

First in Excellence, First in Pride is our motto that continues to reflect the culture that is shared among staff, students, families and the community at Stevenson Ranch Elementary. The Stevenson Ranch family believes in the achievement of its students, and everyone here works together to ensure that students' academic success continues to grow and exceed mastery. Students' accomplishments are not only a reflection of their own hard work, but also the dedication of our teachers and support from the community.

Our award winning record has made us a school where parents want to send their children. In addition to recognition as a National Blue Ribbon School in 2001 and 2012, Stevenson Ranch Elementary earned the California Distinguished School Award in 1998, 2004, 2008, 2012, and 2018. Located in Stevenson Ranch, California, a suburban area thirty miles north of Los Angeles, the school is experiencing declining enrollment because fewer school age children residing in our community. This year, our student population of 794 includes 162 students who choose to attend our school through intra-district and inter-district transfers. Enrolling students from outside of our community has increased the diversity in our student population. The number of students who qualify to receive free or reduced meals has increased by 36 percent since 2012, for example. Our school educates children in transitional kindergarten through sixth grade classrooms. There are 754 general education children learning in 33 classrooms, and 40 students with moderate disabilities learning in four special day classrooms.

The staff and administration at Stevenson Ranch work diligently to put programs in place that lead to success for all students. In conjunction with our Parent Teacher Organization (PTO), School Site Council (SSC), English Language Advisory Committee (ELAC), Instructional Leadership Team (ILT), and grade level teams, we make important decisions about programs, instruction, and utilization of district adopted curriculum. Through the application of Professional Learning Community (PLC) structures, we have instituted a school aligned master schedule that fully encompasses a strong Response to Intervention (RTI) program, consistent English Language Designated support, and grade level What I Need (WIN) structures as part of the high-value education that strives to eliminate the achievement gap. We are constantly growing and changing to meet the needs of all our students.

Our teachers work with instructional coaches to design proficiency maps for student learning, analyze student data, and dive deeply into the curriculum. They utilize Thinking Maps, Guided Language Acquisition Design (GLAD), Depth and Complexity Icons, and other instructional strategies as they implement district adopted curriculum. In addition to high-quality, standards aligned teaching, our child-focused programs are the key to our success. There are many programs that systemically work to build on the "whole child". Our students participate in programs such as Student Council, Numeracy and Literacy Leaders, Intervention, Enrichment, 200 Club, Mathemagicians, Gifted and Talented Education (GATE), Student Valet, cross grade level buddy program, orchestra, chorus, and Friendship League to support academics and develop students' social/emotional skills.

Our school wide Positive Behavioral Interventions and Supports (PBIS) focuses on students showing their BOOTS (Being Respectful, Owning Actions, Operating Safely, Thinking Kindly, Striving for Success) with golden bar certificates, redeemable for activities on campus and items in our student store. A team composed of staff and parent representatives outlined expectations for students across the campus inside and outside the classroom. They plan, monitor, and revise the PBIS program.

An extra-special piece of the Stevenson Ranch Elementary experience is how we provide all students with an eight-week enrichment course that takes place during school hours. With the support of our community, this enrichment is taught by a credentialed teacher, and extends classroom learning with grade level specific experiences designed to enrich grade level curriculum.

Earning National Blue Ribbon recognition in 2001 and 2012 validated the hard work that goes into supporting the learning and the growth of our students. We leverage those accomplishments as a challenge to set the bar even higher for student success. While the dedication to students has not wavered, Stevenson Ranch is almost an entirely different school since 2012. Our administrative team has changed more than

once, new curriculum has been implemented, intervention and enrichment programs have been redesigned, and our student population has become more diverse. Supports for different types of learning have been developed, allowing for continued high achievement.

Being First in Excellence, First in Pride is taken seriously at Stevenson Ranch School as we work diligently to eliminate achievement gaps, and at the same time develop students who are genuinely good people and are ready to make a positive impact on the world. Each year we continue to see a higher percentage of students who are able to demonstrate mastery on state assessments, while at the same time taking a role in making our school a place students want to be.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The Common Core State Standards (CCSS) guide English-language arts instruction at Stevenson Ranch. Grade level teams work collaboratively to select essential skills and standards for instructional focus. Using our adopted curriculum, Benchmark Advance, teams design proficiency maps for student learning.

Students practice and learn language arts skills in multiple opportunities within ten themes throughout the school year. Themes include: government and citizenship, character, life science, point of view, technology, the concept of theme, history and culture, earth science, economics, and physical science. These themes are consistent across each grade level, with the content focused for the age of the learners.

Effective writing is a high priority. Writing instruction is supported by our District’s Coherent Writing Program, which was created, and is continually revised, by a team of teachers. There is a focus on building a constructed response in writing within opinion, narrative, and informational genres.

Each grade level team utilizes whole group and small group instructional strategies. Whole class mini lessons focus on big idea skills that are accessible to all types of learners. Small group instructional settings are utilized to provide differentiated materials, pace, and strategies to meet the learning needs of students. Teachers focus on engaging students in academic discourse. Students are guided to learn through inquiry, making conjectures about what they are seeing, and supporting their conclusions about learning with details from source materials.

Grade level teams meet to discuss instructional strategies, review student data, and design interventions and enrichments. Teachers select and administer common formative assessments across their grade level to collect data. Performance data is analyzed to monitor student progress and make decisions about instructional supports. At the end of each trimester, summative district assessments are used to monitor overall growth, celebrate successes, and identify students and skills that require additional support.

1b. Mathematics:

Mathematics instruction at Stevenson Ranch Elementary is based on Common Core State Standards. We focus on conceptual understandings to facilitate students’ ability to solve real-world problems, and be prepared for success in secondary grades, college, and career.

The primary instructional tool utilized by teachers working with students in Kindergarten through fifth grade is Bridges In Mathematics. Sixth grade teachers use College Preparatory Math (CPM). Instructional activities guide students to discuss, analyze, and discover concepts, making learning their own accomplishment. Teachers are diligent about students mastering the concepts, and fully understanding how and why mathematical concepts work before learning to apply algorithms. In addition to the above mentioned programs, students use a web-based tutorial called DreamBox. This program, utilized at school and at home, evaluates students’ proficiency level, and then advances them through the completion of independent learning tasks. Teachers assign students to work on a specific standard with DreamBox’s “Assigned Focus” feature.

In the classrooms, students work in collaborative groups, engaging in academic discourse using mathematical terminology and whole class inquiry. Teachers set the stage for problem-based learning and a student driven approach to learning. Assessment results for students in grades three through six reinforces that students are learning and growing with these strategies.

Grade level teachers meet to plan lessons, analyze assessment results, and share teaching strategies. Team common formative assessments are used to monitor learning and support needs throughout units of

instruction. Unit tests summarize student learning at the end of each instructional unit. Data from these assessments is used to assign students to work in groups for intervention, extra practice, and extension. Intervention and enrichment specialist teachers work with each grade level to work with students to review a team identified skill, pre-expose students to an upcoming skill, or work with an enrichment group while classroom teachers work with smaller groups for intervention.

1c. Science:

Stevenson Ranch teachers continue to advance our science program toward one that is coherent, inquiry-based and fully aligned to the adopted State Board of Education Next Generation Science Standards (NGSS). All grade levels are using NGSS-aligned lessons that utilize STEMscopes, a California NGSS aligned resource built around the 5E lesson structure. The 5E model represents a shift in how teachers are teaching, and lends itself to student self-discovery. STEMscopes provides a tremendous support to teachers during this transition, and the 5E lesson structure draws students into what they are learning. The anatomy of a 5E lesson comprises the following: Engage via the presentation of a phenomena from the natural world; Explore via activities that teachers provide students in order to help students understand the scientific principles behind the phenomena; Explain via the teacher introducing vocabulary in context, and providing reading passages as well as video segments that lead to rich discussions; Elaborate by giving students the opportunity to extend what they have learned or to apply that learning to a project; and Evaluate via performance tasks and constructed responses where students are applying what they have learned as a formal assessment.

Instructionally, science learning takes place in different settings. The classroom setting is used to engage, explain, and elaborate on scientific concepts. Outside of the traditional classroom, students work in our science lab to be engaged in hands on exploration and discoveries of scientific concepts in action. Science journals are used by students to record information, make educated guesses, and collect their own data. Teachers evaluate student work samples and oral contributions to assess understanding of scientific concepts.

Teachers work beyond a standard textbook and utilize online and in person demonstrations to bring science to life for all types of learners, as well as to meet the needs of different learning modalities.

1d. Social studies/history/civic learning and engagement

The History-Social Science Content Standards for California Public Schools is the foundation of social studies instruction at Stevenson Ranch Elementary. Teachers use Harcourt Reflections (Board-adopted publisher's program) as an instructional resource. In addition, the Benchmark Advance English Language Arts program embeds social studies concepts through the use of grade level appropriate reading passages. To deepen student understanding about historical events beyond a textbook, exposure to the perspective of historical figures through the use of texts authored by such individuals is utilized. A supplemental resource, Safari Montage, is utilized to provide students with video clips and programming that bring social studies concepts to life. In kindergarten, teachers focus on a study of the local community. In first grade, teachers focus on a study of the components of a society and a study of local geography. In second grade, teachers focus on a study of people in history. In third grade, teachers focus on a study of the development of communities in California. In fourth grade, teachers focus on a study of early California through statehood. In fifth grade, teachers focus on a study of the development of the United States up to 1850, and in sixth grade, teachers focus on a study of the beginning of major Western and non-Western civilizations.

The Stevenson Ranch staff has a project-based approach to teaching social studies concepts. Within each grade level, students interact with history through participating in performances, building models, and creating research projects. Teachers assess student understanding through their participation in the interactive project learning and whole class discussions.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Stevenson Ranch Elementary School prides itself in providing additional curriculum areas that engage and motivate the whole child. Through our extensive visual and performing arts programs, physical education, technology and library resources, we engage every child.

The visual arts program provides grades three through six with standards-based lessons delivered by a credentialed art teacher. In collaboration with classroom teachers, the art teacher strives to integrate academic concepts with visual art standards to deepen the understanding of classroom curriculum. Through the district's partnership with the Kennedy Center, our classroom teachers have the opportunity to extend their understanding of how to effectively integrate visual arts within social studies and science instruction. Parent volunteers, who are trained by our credentialed art teacher, have implemented an Arts Appreciation Program. They work with kindergarten through second grade teachers to provide art lessons to those grade levels. Students display their artwork at our annual district art gallery, validating their creativity in a public forum.

Stevenson Ranch Elementary School also offers a comprehensive kindergarten through sixth grade music program, taught by credentialed music teachers. Kindergarten through second grade students acquire foundational skills. Third grade students learn to play the recorder. Fourth through sixth grade students participate in homogeneous groupings for specialized instrumental music instruction. Chorus is open to students in fourth through sixth grade. Instrumental music and chorus come together as one for winter and spring concerts.

Performing arts extends to fifth and sixth grade classrooms. Fifth grade students participate in a theater arts and science integrated workshop. They also learn and perform a play titled, "Miracle in Philadelphia". Our sixth grade classes participate in a hip-hop dance class, and in the production of "Theseus and the Minotaur". Fourth grade and below each have their own, grade level specific, performances.

Physical Education (PE) is an important element of our school. Students are provided with 200 instructional minutes of PE for every 10 school days. We have implemented the SPARK (Sports, Play and Active Recreation for Kids) curriculum to enhance the PE program. Once per week, during recess, students participate in Runner's Club. This activity challenges students to run a grade level specific number of laps over the course of the school year. Students are recognized for their achievement at an assembly each spring. Also in the spring, fifth grade students take the California Physical Fitness Test, which measures their aerobic capacity, abdominal and upper body strength and endurance, body composition, and flexibility.

Furthermore, Stevenson Ranch Elementary School is proud of our integration of technology with curriculum throughout all grade levels. We have invested in a mixed platform of technology including laptops, Chromebooks, iPads, and desktops for our students. We place high importance on giving students the opportunity to enhance their computer skills by providing a 1:1 computer ratio in grades two through six, and a 2:1 ratio in grades K-2. We use a research based curriculum, such as Dreambox and Raz-Kids to enhance student learning, as well as typing programs, such as Type to Learn to improve computer usage skills. Teachers also have access to learning programs, such as Brainpop and Safari Montage, that can be used to enhance lessons and provide an additional modality and motivation to learning. Every classroom includes an interactive SMARTboard which is utilized by trained teachers and students to enhance lessons. Fifth and sixth grade students are offered an after school coding class. Our campus technology specialist supports keeping our equipment up to date. Consistent use of technology is a priority at our school because we strongly believe that proficiency in technology supports academic success. Technology is utilized to monitor student growth through the use of IO Education. This web based assessment and data system enables teachers and administrators to track student progress, with careful attention given to learning gaps that can be quickly closed through provision of additional learning time.

Our Library Media Technician provides all students library access to more than 13,000 books. She shares her love of reading with students to excite them about borrowing books and continue their love of reading.

As evidenced by our extensive investment in other curriculum areas, our goal is to provide a love of learning for the “whole child” that extends beyond the curriculum to provide engagement and motivation for every student.

3. Special Populations:

Stevenson Ranch Elementary is committed to ensuring maximum effort in helping all students attain or exceed grade level proficiency in Common Core State Standards (CCSS). The school's Instructional Leadership Team meets to analyze school wide achievement data and monitor student growth within RTI structures. They review resources and schedules to provide targeted support to teams as we strive to eliminate any achievement gaps. When a student does not demonstrate success within the RTI structures, the Student Success Team convenes to discuss possible factors that may impact student learning, and identify strategies to support that individual in being successful in school.

Our school wide Response to Intervention (RTI) and enrichment program is our student-centered structure that provides learning supports and school day based enrichment opportunities accessible to all students. It begins with high quality classroom instruction. Teachers use student performance data to design small group and individualized learning activities. Teams use grade-level data to design What I Need (WIN) groups to target essential skills and differentiated needs across the grade level. At Stevenson Ranch, there is a 10-percentage point difference between all students and our Hispanic, English Language learning students, and students with disabilities groups. Data forms are used during team meetings to disaggregate data by student groups to ensure that focus is on individual students who are not demonstrating mastery of standards. Each grade level has a scheduled time that intervention staff and classroom teachers work with small groups of students for re-teaching or pre-teaching, and with larger groups of students for extension. Our Library-Media Technician supports students with reading fluency and phonics skills.

Special education students participate in specialized academic support with the resource specialist teacher. Stevenson Ranch Elementary is home to the district's special day class program for students with moderate disabilities. Special day class teachers modify core curriculum to support the learning of their assigned students. Speech and language, occupational therapy, and adaptive physical education services are provided for eligible students.

Utilizing the English language development curriculum that accompanies the Benchmark Advance reading program, teams identify a daily thirty-minute time block for instruction focused on English language development. English learners participate in activities that allow them to interact, experiment, and practice their language skills using materials that support their language growth and ability to access core curriculum.

Students identified as Gifted and Talented Education (GATE) are challenged in the classroom through differentiated academic tasks in small groups and with tasks to extend their thinking and application of skills. Beyond the classroom, our GATE students participate in contributing to the school community through campus support and peer mentoring, and they participate in an after-school robotics class. GATE students self-assess their school year through facilitating student led conferences with their parents each spring.

Historically, enrichment opportunities were for students who exceeded standards. We believe that all students deserve the opportunity to apply their learning in an enriching way. Stevenson Ranch Elementary is proud to offer all students school day enrichment where students participate in activities such as news casting, journalism, engineering, and stop-motion animation.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture of Stevenson Ranch Elementary is founded in our school motto, First in Excellence, First in Pride.

Positive Behavioral Interventions and Supports (PBIS) is the cornerstone of support for student interactions on campus. The acronym BOOTS is used to reinforce students Being respectful, Owning their actions, Operating safely, Thinking kindly, and Striving for success. Students are recognized for showing their BOOTS conduct with golden tickets that can be used to shop at our student store, participate in an activity theme day, have lunch with a teacher, and other student-selected incentives.

Students are valuable, contributing members of the school community. We actively engage students as peer mentors. Literacy and Math leaders partners upper grade students with primary students before school to practice reading and math skills. Upper Grade Buddies takes place during the school day and has two components. The first is when an entire upper grade and primary class partner for collaborative learning activities. The second is when select upper grade students work in primary and special education classrooms to support individual students with reading and math skills. Star Students help with school arrival by greeting others, escorting younger students, and engaging kindergartners in free play. Our Student Council meets regularly to plan activities for school spirit, make school wide announcements, and provide input into PBIS incentives. Administration runs our 200 Club, inspiring first grade students to master 200 high frequency words, and Mathemagicians, motivating third grade students to master multiplication and division facts.

Our school counselor provides classroom lessons on positive peer relationships. He promotes acceptance and inclusions by partnering special education students with general education peers in Friendship League.

The Stevenson Ranch staff are supported on many levels. The administrative open door policy is utilized by staff seeking a safe place to share professionally or personally, seek input or share ideas on a school matter, and strategize the next steps for a student or staff member in need. Administration provides periodic notes and treats to recognize the great things they do. At staff meetings all staff use student performance data to chart collective successes. School budgets are allocated to provide teachers time for planning, assessments, and professional growth.

Our parent community supports our teachers by volunteering in classrooms. During the holidays and teacher appreciation week, our parents fawn over our teachers. Our generous parent community donates items to the classroom and allocates an annual budget for classroom specialty items.

2. Engaging Families and Community:

We have a highly involved parent community. Parents participate on leadership councils, volunteer in classrooms, and attend conferences and special events.

Our Parent Teacher Organization supports the excellence of our school and efforts to engage families. They organize family events, academic competitions, student performances, parent workshops, art appreciation, and more. Site administration, a teacher, and our community liaison participate in meetings of the organization.

Composed of parents and staff, the School Site Council oversees academic, financial, and operational areas of our school. They review periodic student achievement data, monitor school plans, discuss protocols, and school safety. Our English Learner Accountability Council meets periodically to discuss the needs of our English learning population.

The partnership with parents is important. Back-to-School night, held in the Fall, gives families a preview

of the school year. Each grade level hosts parent involvement days, where parents are invited to the classroom to participate in a learning activity from our core curricular programs. This gives parents insight into how instruction takes place, what learning activities look like, and builds a connection between home and school. Parent-teacher conferences are utilized to discuss student achievement and ways to support learning at home. Parents of Gifted and Talented students participate in student lead conferences each spring. At Open House in the Spring, students show their parents samples of the learning that has taken place in that school year.

We continually look for community partnerships. In previous school years we have worked with the College of the Canyons to bring arts based workshops to campus. In the 2017-18 academic year, we partnered with Glenair Company for a school wide CubeSat challenge, where engineers worked with cross grade level teams to build a satellite. In partnership with our local public library, third grade students receive student rated library cards. Working with a local high school student has provided after school computer coding class fifth and sixth graders.

Our student body supports the local community as well. Our student council sponsors a food drive. The PTO sponsors Boxes of Love, delivering student created gift boxes to local senior citizens on Valentine's Day.

Our school website informs parents about school events and provides learning resources for them to access. Regular email and phone message communications are used to share information as well. Parent perspective is gathered through an annual survey. The results are shared with leadership councils, staff, and the parent community as a whole.

3. Professional Development:

In keeping with our motto, First in Excellence First in Pride, our teachers use professional development opportunities as a chance to continually fill their tool box with ways to further student learning. New strategies can be seen in the classroom shortly after a professional development opportunity. Professional learning includes that which is district sponsored, school site sponsored, and individual team sponsored. Administration and teachers participate in professional learning together whenever possible.

We recognize the importance of supporting teachers with ongoing professional development. Training continues to take place in core instructional programs for language arts, English language development, writing, mathematics, and science. Professional development is provided through teacher leaders and outside professional experts. Our teachers have participated in professional development in mathematical strategies with Sarah Schul from Solution Tree, instructional training in adopted programs, and site specific training in the use of learning targets. Our Instructional Leadership Team and administrators have participated in professional development through the Center for Educational Leadership, focusing on inquiry cycles to identify areas of focus for our school, action plans to address those needs, and how to monitor growth. Our focus is on instructional practices to meet the assessed needs of all students.

With high achievement, the Stevenson Ranch Elementary Instructional Leadership Team sees students' self-assessment as strategy to extend learning and further engage students in ownership of their learning. This happens when teachers craft and integrate lesson specific learning targets into each learning session with students. The learning targets establish a measurable work product that demonstrates student understanding of the content. The team has already provided professional development on what learning targets are, collected data on the types of learning targets being used in mathematics lessons, and identified the next step for professional development on strategies to effectively integrate learning targets into lessons.

Our teachers collaboratively work in regular team meetings using Professional Learning Communities (PLC) structures to analyze data and decide on the best teaching practices to meet student needs. Teams schedule their own professional development through working with instructional coaches to design proficiency maps for grade level standards, in depth training on lesson design, and data analysis models and strategies to respond to student needs.

Professional development at Stevenson Ranch Elementary is a collaboration between district, site, and teacher leadership. The goal is to utilize effective teaching strategies to close gaps and extend concepts for students meeting grade level standards.

4. School Leadership:

Stevenson Ranch Elementary administrators recognize the value of team leadership. We currently operate a School Site Council (SSC), Instructional Leadership Team (ILT), English Language Advisory Council (ELAC), Team Leaders, Student Council, and a Parent Teacher Organization (PTO). Each of these leadership elements contribute to the direction taken by our school to support student success.

A team is comprised of all the teachers at a grade level. Our school schedule provides half-day schedule on Fridays to provide time for team meetings and instructional planning. Utilizing the structures of Professional Learning Communities, teams take ownership of all students as they design common assessments, analyze performance data, focus on strategies for students who need extra support, and designate time for working with intensive learners in small groups and extension opportunities for those meeting and exceeding standards in larger groups.

Team leaders, along with the principal, are members of the school Instructional Leadership Team. Meeting approximately once a month, this team analyzes student data, reviews team support and enrichment documents, collects instructional data, plans for site based professional development, participates in master scheduling, and guides decision making about programming for students. This leadership group has been instrumental in developing the school wide What I Need (WIN) time for intervention and enrichment support. The ILT is currently guiding professional development, working towards a long-term goal of establishing student practices of self-assessment of learning.

The School Site Council (SSC) is composed equally of parents and school staff. This leadership group oversees the Single School Plan for Student Achievement, School Safety Plan, school budget, and provides input into school policies and procedures. The SSC monitors the effectiveness of school plans through the review of reports on student data and looks at proposed policies and practices in the best interests of students.

The Student Council comprises student leaders elected in fourth, fifth, and sixth grade classrooms. Students create, plan, and implement school wide spirit activities to enhance the culture of our school.

The Parent Teacher Organization (PTO) focuses on the overall atmosphere of the school through family events, campus enhancements, and support for school programs. It is through this leadership body that we are able to provide some of our part-time staff dedicated to intervention and school wide enrichment.

Each stakeholder's voice is heard and valued. It is this collective and inclusive leadership effort that contributes to our school's success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The staff at Stevenson Ranch Elementary are committed to academic excellence, as evident in our student performance data. To maintain our high achievement and work toward eliminating achievement gaps, our Instructional Leadership Team has developed What I Need (WIN) cycles and grade level enrichment.

The WIN cycle process starts with each team establishing the essential learning standards for a given unit of study. Teams collaborate and determine what mastery of the essential standards looks like, and by what time mastery is expected to be accomplished. The team sets the assessment tool they will utilize to measure proficiency within a unit of study. After administering the assessment, teams analyze the data and organize the students of the entire grade level into four categories, above proficient, proficient, close to proficient, and far from proficient. Each team then determines what instructional tools and strategies will best meet student needs in each of the categories, and which staff member will work with each grouping.

Through the master scheduling process, each grade level team is provided time where additional support staff is assigned. WIN cycles take place during this time, allowing each team to reduce the number of students in the close and far from proficient categories. This allows for focused small group instruction for our most intensive students. Staff assignments during this time are unique and based on decisions made by the team and the number of students falling into proficiency categories. Our intervention support staff may work with the students who have not reached proficiency, or they may work with the students who exceed mastery. After a cycle of three to six weeks, depending on the unit of study, students are reassessed, and the next round of WIN cycles are designed.

It is important to our community that all students have a chance to participate in enrichment opportunities. To this extent, our grade level teams work with our enrichment staff to provide each grade level an eight-week extension course that applies grade level concepts in a creative, project based manner. Students build bridges, create stop-motion animation, participate in mock trials, and act as news reporters on the scene of historical events.

The Stevenson Ranch Response to Intervention WIN cycle provides targeted learning support and enrichment for all. Students build self-esteem as they achieve and are equally given the opportunity to spread their wings as they apply their classroom learning.