

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):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 1 K-12 schools
- 1 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	567	512	1079
10	534	537	1071
11	530	495	1025
12 or higher	576	514	1090
Total Students	2207	2058	4265

*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):
- 0 % American Indian or Alaska Native
 - 32 % Asian
 - 2 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 3 % 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: <1%

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	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	18
(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, 2017	4265
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. English Language Learners (ELL) in the school: 2%
96 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Akan, Arabic, Assyrian, Bengali, Bosnian, Bulgarian, Burmese, Cantonese, Cebuano, Croatian, Czech, Danish, Dutch, Farsi, French, German, Greek, Gujarati, Hebrew, Hindi, Italian, Japanese, Kannada, Korean, Lithuanian, Macedonian, Malayalam, Mandarin, Marathi, Mongolian, Oriya, Pilipino, Polish, Portuguese, Romanian, Russian, Serbian, Spanish, Swahili, Tamil, Telugu, Thai, Turkish, Ukrainian, Urdu, Uzbek, Vietnamese

7. Students eligible for free/reduced-priced meals: 6%
Total number students who qualify: 241

8. Students receiving special education services: 9 %
380 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>58</u> Autism | <u>6</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>91</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>129</u> Specific Learning Disability |
| <u>79</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>21</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
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	30
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	188
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	96
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	56
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	28

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	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	95%	92%	93%
High school graduation rate	97%	97%	95%	95%	93%

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	1011
Enrolled in a 4-year college or university	85%
Enrolled in a community college	11%
Enrolled in career/technical training program	0%
Found employment	1%
Joined the military or other public service	1%
Other	2%

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. 2002

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

Success For Every Student.

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

Adlai E. Stevenson High School and its community have undergone significant transformation since the first day of classes in 1965. When it opened, Stevenson was nestled in a rustic setting 30 miles north of Chicago, surrounded by farmland and sleepy small towns. Today, the school sits in the midst of a bustling suburban landscape within a short drive of the headquarters of several Fortune 500 companies. The first day of classes in 1965 saw 467 students walk through the door. Today, the school's enrollment is around 4,300 students. Once very homogenous, Stevenson students today more closely resemble the United Nations than its namesake once served as United States ambassador. Approximately 58 languages are spoken in the homes of Stevenson students.

The one constant in the midst of great change at Stevenson has been the drive for excellence. Stevenson was the first public high school in Illinois to receive four United States Department of Education Blue Ribbon Awards, earning the honor in 1987, 1991, 1998 and 2002, and for the past 25 years has been one of the leaders in the Professional Learning Communities movement. After its most recent Blue Ribbon honor in 2002, Stevenson has served as a lighthouse school in a very tangible way: Each month during the academic year, the school has a designated Site Visit Day in which educators from around the state and country can visit the school to learn from teacher leaders about the philosophies and practices that helped Stevenson close the achievement gap and help students achieve high levels of success.

The same drive for excellence that led to four Blue Ribbon Awards has now propelled Stevenson into new areas that would have been unthinkable 10 years ago.

Our teachers have committed to a schoolwide goal on social and emotional learning (SEL) and growth for our students. We fully believe that our obligation is to help students grow academically and socially and emotionally and we focus our efforts on five SEL Core Competencies: Self-Awareness, Self-Management, Social-Awareness, Self-Management, and Responsible Decision-Making. Students' social-emotional learning is explicitly taught in our core curriculum in addition to services provided in our Student Services Division. The school uses nationally recognized survey and data collection tools to measure students' social and emotional health. Our faculty examine this data to adjust their curricular and instructional approaches in the classroom to support individual students, and members of our Student Services Division use SEL data to develop support groups and offer programs for students.

In the classroom our teachers have led a schoolwide effort to shift away from traditional grading practices and they have developed a new Evidence-Based Reporting (EBR) system, which emphasizes growth and mastery of learning and essential standards over memorization and rote recitation of facts and figures. The EBR model also has opened the door to more valuable collaboration between teachers and students in assessing student learning and providing students with meaningful feedback on their learning.

Stevenson's Response-to-Intervention (RtI) program has expanded greatly in the past four years to serve students struggling with mastering academic content and skills, social and emotional competencies, and/or need help with study skills and executive functioning skills. The school's Targeted Tutoring program identifies students who are failing to learn at high levels, and provides mandatory help and supports from paraprofessionals who collaborate with the classroom teachers to better understand students' needs and deficiencies. Stevenson also makes assistance available for students who struggle to meet standards on the SAT and ACT college entrance exam as we firmly believe in providing students with equity and access to college-level experiences.

In a significant decision earlier this decade, Stevenson High School pulled all of its Life-Skills special education students from an off-campus county-wide cooperative and brought them back to the SHS campus for their entire school day. This commitment required a major expansion of special education staff and resources; however, it has resulted in a much better instructional experience for our most needy students. Our special education students with significant disabilities now experience and feel that they are full and participatory members and students of the school community.

Our focus on student wellness prompted us to make three major changes in the last two years; 1) We moved our school start time to the American Pediatrics Association recommended start time of 8:30 AM for high schools. Our survey data for the last two years has shown that on average our students are getting an extra hour of sleep each night. 2) Our Physical Education classes have converted to a Choice model in which students can decide each day how to focus their workouts (weight training or cardio). Our fitness data has demonstrated that kids are experiencing more effective workouts during the school day. 3) Our Food Services Division has fully overhauled the food and drink offerings to significantly reduce added sugars, simple carbohydrates, etc. We expanded view of student wellness is having a wider and positive impact on students and their experience at Stevenson High School.

Stevenson High School has changed greatly since winning its four Blue Ribbon Awards. While such success could have been a cause for complacency, it has instead served as a catalyst to push toward full realization of the school's mission, "Success For Every Student."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Stevenson High School offers a rigorous core curriculum that prepares students with communication skills that will undergird their future paths. During extensive articulation with all of our sender school districts we developed high leverage standards derived from the Common Core State Standards. Our students consistently hone reading, writing, speaking, and listening skills while interacting with enriching content in each of their classes. There is a strong focus on our recursive literary standards promoted through the teacher created common formative assessments that are authentic and performance-based. Our proficiency-based assessments reveal student thinking across all literacy skills, and promote student self-reflection.

With social emotional learning and classroom culture in mind, we have deliberately provided only two levels of our year-long comprehensive 9th and 10th grade English classes. Nearly all students choose which level to enter with guidance of their teachers, families, and reading assessment results. While there is a moderate increase in the text and task complexity of the accelerated level, all students meet the same set of standards. Junior year course offerings add AP Language and Composition as a third level, both as a stand-alone offering, and in combination with a home grown “American Studies” option co-taught with AP US History. As seniors, our students explore diverse electives ranging from Public Speaking to Media Analysis or continue on to AP Literature.

Teachers use nationally normed literacy assessments and data to identify students that need extra supports in their English language learning and development. Our Academic Literacy course is taught by certified reading specialists and interweaves cross-disciplinary content and high transfer literacy strategies to these learners for up to two years. Students exit this intervention the semester they meet the performance-based exit criteria.

Our Tier 1 classroom instruction centers on employing literacy skills in the exploration of authentic topics. Guided by essential questions, our students discuss daily in collaborative small groups, use iPads as recording and word-processing devices for encoding learning, and read challenging texts from diverse voices in all courses.

1b. Mathematics:

Stevenson HS offers varied and rigorous experiences in mathematics for all students. At grade-level course work begins in Algebra 1 and culminates to precalculus. The accelerated pathway provides students access to AP Calculus AB as a capstone course. Finally, college-level courses provide students with AP Calculus BC, AP Statistics, Multi-Variable Calculus, and Linear Algebra as junior/senior options. To support access for all students, teachers partner with students/families and counselors to identify flexible learning paths. This allows students to accelerate or rebalance their learning goals throughout their four years. All courses are founded on the Common Core State Standards which offer rich course progressions and prepare all students to access and succeed in post-secondary work or college. Instructional planning is focused on developing students’ procedural fluency, conceptual understanding, and problem-solving with adaptive reasoning and strategic competence. Classroom experiences advance students’ application of the Math Practices as they undergird the retained transferable skills across coursework.

Daily instruction supports students’ learning of mathematics through a constructivist approach. Teachers and students reason and co-construct meaning through carefully selected problems and scenarios that provide spiraled use of “old knowledge” in new and unfamiliar contexts. Procedural algorithms are delayed to provide students persistence with reasoning algebraically, geometrically, and statistically. Dynamic exploratory technologies (Desmos, GeoGebra, Fathom, Wolfram Alpha, etc.) are used to help students conjecture, explore, and verify their ideas. Students receive formative feedback through “live assessments” (PearDeck, Quizlet, Canvas, GoFormative, etc.) and are taught to take appropriate and personalized actions.

A hallmark of our work is the belief that all students can learn mathematics at rigorous levels. As such we have adopted a “core curriculum plus more” intervention mindset. Students experience varied instructional approaches based on the learning needs in and out of class. In class, Tier 1 intervention is implemented by the classroom teacher through instructional planning that addresses the needs of students before, during, and after the lesson delivery. Frequent formative assessments serve to inform the teacher of the intensity, longevity, and immediacy of intervention. Out of class, students are supported through mandatory tutoring with highly qualified personnel.

1c. Science:

Students at Stevenson High School progress through a rigorous sequence of college preparatory, accelerated, and college-level science coursework. These experiences build skills that transfer to future learning as well as future studies in science. Students begin science coursework in either biology or chemistry and then proceed through science courses aligned to the Next Generation Science Standards (NGSS) and/or to the College Board (AP courses). These standards are articulated with our feeder schools, with a particular focus on instruction and assessment of the science and engineering practices. Teachers calibrate their expectations on these recursive skills to provide a vertically-articulated curriculum framework to guide students’ learning.

Science teacher teams use a series of common formative assessments to calibrate expectations and to provide data to inform best practices in instruction, with a focus on proficiency and growth in the science and engineering practices. These practices represent our vision for what it means to DO science. For example, in addition to knowing the core ideas of science, students also need to demonstrate proficiency in practices such as constructing explanations, developing and using models, or analyzing data. Teachers assess proficiency in these practices through authentic performance tasks that incorporate both the practice and the disciplinary core ideas.

The overwhelming majority of students take four years of science coursework. Students are invited and encouraged to challenge themselves by taking AP science courses beginning in their sophomore year. These rigorous courses challenge students to think deeply about science. Teachers differentiate instruction and provide support for all students since large numbers of students successfully take these courses (e.g., over 600 students take AP Physics 1, over 400 students take AP Biology, etc.). This support includes providing multiple attempts to demonstrate mastery, facilitating team-led review and remediation, and maintaining close communication with colleagues in our Student Learning Programs department.

Students interact with these learning targets and core ideas using the latest technology and lab tools. Students are regularly seen using Vernier probeware, applying a variety of iPad apps to graph their results, or providing feedback to peers through Google Docs or other technology tools.

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

Students at Stevenson High School vigorously pursue Social Studies through a series of discipline specific inquiry-based courses in History, Geography, Government, and Economics. Many students pursue additional elective courses within the disciplines of Sociology, Psychology, Philosophy, Religion, Law, and Global Relations. The inquiry-based curricular approach is aligned with the standards set forth in College, Career, and Civic Life for Social Studies State Standards (C3 Framework) by National Council for Social Studies (NCSS). These inquiry- and discipline-based standards are articulated and calibrated with our feeder school districts and designed to follow the progression of development set forth by the national and state standards.

Freshman students participate in a year long World History and Geography course, Junior students are enrolled in US History, and a semester of Economics and Government each during Junior or Senior year. Teachers focus on a rigorous formative assessment of differentiated instructional practices to support students. Starting Sophomore year students have access to a completely open-enrollment Advanced Placement (AP) or Dual Credit options for all graduation required, and many elective courses.

With no enrollment obstacles and with differentiated support in the classroom our students self-select and succeed in all of our programs. Two-thirds of students in US History, US Government, and Economics choose an AP course option, with over 90% completing AP Exams. Half of all Sophomore students take electives such as Constitutional Law, World Religions, Global Relations, AP Human Geography, or AP European History. During 12th grade, students have the option to pursue Sociology, Philosophy, or Psychology in either a regular or AP/Dual Credit course offering. We offer interdisciplinary opportunities with our Communication Arts Division with AP American Studies and Political Thought courses. Student support is offered in all classes through instructional strategies and tier one interventions around discipline specific inquiry, writing, analysis, and social emotional learning.

1e. For secondary schools:

Our Career Exploration Program offers students in all grades several different ways to explore careers in a variety of professions and businesses as well as presentations and workshops targeting critical skills for career and job searching. Students can work with our college and career counselors to develop a career action plan, listen to presentations by professionals in the field, participate in an email mentorship program, job shadowing or internships. We also offer career exploration summer school courses and a summer job fair. In conjunction with Future Business Leaders of America (FBLA) and the professional community, students can practice their interview skills by participating in mock interviews.

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

2. Other Curriculum Areas:

Beyond Stevenson's Core Curriculum designed to support and prepare students for College and Career Readiness, Stevenson also offers all students rich and diverse offerings in the areas of Fine Arts, Physical Welfare, World Languages, Research, and the Applied Arts.

Our nationally recognized Fine Arts department offers great breadth and depth in course offerings. Authentic and hands on project-based learning experiences require that students engage in the artistic processes of creating, performing/presenting, responding, and connecting through dance, media arts, music, theatre, and the visual arts. Students develop their creativity, critical thinking, communication, and collaborative skills in an authentic manner. As creators, performers, and audience members, our students gain critical experiences necessary to be successful in life and post high school studies.

Our Physical Welfare division prepares students to make healthy, responsible lifestyle decisions while engaging in activities that establish positive physical, social, and emotional habits. Throughout the Physical Welfare program students create personalized health and fitness goals, receive targeted feedback from their teachers and peers, and reflect on their own development and learning. The foundation for individualized cognitive, motor, and social development for all of our students, grades 9-12, are built in these courses. Collaboration between the Physical Welfare and Special Education divisions has resulted in an alternative program by which students who historically did not have opportunities are able to participate in our wellness program. Additionally, in grade 11 students can elect to develop leadership skills in the Physical Welfare Leadership Student Leadership Program and then apply those skills as seniors as they support teachers and students in physical education classes. Our students gain the knowledge and skills necessary to become healthy, lifelong learners through a fitness-based curriculum and comprehensive Health Education Program.

Our World Languages curriculum is designed to give all students the opportunity to engage in meaningful language learning throughout their high school careers. Coursework is available in Chinese, French, German, Hebrew, Latin, and Spanish. World Language curriculum and instruction is aligned to the American Council of Teaching of Foreign Languages national standards and places a high priority on students' daily participation in the target language. All World Language courses use a competency and proficiency-oriented approach to instruction, assessment and grading in which performance-based

assessment drives students' learning experiences. The Illinois State Seal of Biliteracy is a program outcome for many of our students, with 20% of Stevenson graduates earning official recognition through this program since its inception.

All Stevenson High School students have access to and participate every year in a robust selection of elective courses that teach career and life skills. Student participation in our Project Lead the Way program for Engineering and Architecture has doubled in the last 5 years. Engineering and Architecture students are engaged in design thinking as they collaborate around real-world projects such as developing three dimensional models using computer modeling software, designing innovative homes, and building robots. These programs allow students to explore the connection between Mathematics, Science and Technology through an inquiry model of learning. In the Culinary Arts program students learn the essential skills of following recipes and planning balanced meals that fuel their brain for academic and athletic success. In addition, students learn and apply technology skills using an iPad in all of their courses to research, communicate and produce ideas.

The librarians coach and collaborate with teachers and teacher teams to embed critical information literacy skills into their curriculum. These essential skills focus on teaching students how to effectively locate resources, navigate search results, evaluate sources for accuracy, credibility, and perspective as well as how to ethically use information to communicate ideas.

3. Special Populations:

Our school's mission statement: Success for Every Student drives the work of ensuring that all special student populations are supported through Response to Intervention (RtI), English Language Learners (ELL) and Special Education programs.

Stevenson's RtI model is based on three fundamental assumptions: (1) our response must increase the levels of time and support when students are not learning, (2) our response must be immediate and systematic, and (3) our response must be directive and not invitational. In this model, all students are held to the same curriculum expectations of performance, recognizing that some students will need "more" time and attention and we must respond as quickly as possible to help our students and ensure learning. To implement with fidelity, student data are reviewed weekly by teachers, interventionists and the Student Support Team to ensure that students receive interventions that are responsive, timely and research-based. At Tier 1 in our RtI model, curricula are differentiated within the classroom and supported through our Targeted Tutoring Program, which students access before, after and throughout the school day to seek support on specific areas of learning in any subject area. Tier 2 consists of guided study sections built into students' schedules, providing opportunities for pre- and re-teaching, as well as Executive Functioning support. Tier 3 consists of Mentor Math and Academic Literacy. These courses provide opportunities for "gap filling" of basic literacy and math concepts while students are concurrently enrolled in the core curricula. Moreover, prosocial learning opportunities are provided within all three tiers that explicitly teach social emotional learning competencies and skills.

Our ELL supports and interventions are based on a firm commitment to students' bilingualism and to leveraging the resources that students bring with them. This assets-based approach sees students drawing on their first language and their lived experiences to reflect on their own learning, enrich class discussions, and make meaningful connections with others in the classroom and beyond. Our ELL department actively collaborates with other academic divisions not only to formulate broad approaches to support students, but also to identify supports for individual students. Moreover, our Bilingual Parent Advisory Committee purposefully gives voice to parents and students in our program. More than 20% of our graduates have earned official recognition in the Illinois Seal of Biliteracy program since the program's inception in 2015.

Our Special Education Department is deeply focused on providing supports for the full continuum of needs of our students with on-site programs--rather than primarily depending upon offsite facilities or outside contractual supports. We believe all of our students should be included in our campus community in the least restrictive environment possible. Our on-site programming insures that students in our special education program receive: (1) access to all Stevenson High School resources; (2) the quality control

essential to the exceptional services provided to all Stevenson students; (3) access to all school related events and co-curricular activities, (4) and, the inherent benefits of maintaining transition students in their own community. A final and overarching advantage of our shift to on-site programming is that all special education staff are able to participate actively in Stevenson's professional learning community, through both intra- and inter-departmental meetings, as well as articulation with academic divisions and teachers.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Stevenson High School is built around a culture of collaboration where learning is fostered by creating and maintaining a safe and supportive school climate. Our mission, vision and collective commitments provide a framework that supports building a positive school culture and our intentional implementation of those statements cultivate our collaborative community for students and our faculty and staff. We are proud of our school climate; however, we are keenly aware of the necessity to evolve our work by listening to the student and teacher voices that help us to reflect on our school culture and build strategies that continually improve our students' and adults' experiences.

In action, we've articulated what we view to be the "Portrait of a Graduate" from Stevenson High School--describing our agreed upon commitments for supporting student development. This document guides us to foster the development of the whole adolescent, including the social emotional learning (SEL) of each student. Three methods for facilitating this work include Student Engagement, a Positive Not Punitive discipline philosophy, and our efforts to collect input through Student Voice Surveys.

Our work with students is highly attentive to transitions for both students and adults. We engage our middle school sender districts to articulate our work in order to ensure our Freshman class is prepared. When freshman students begin, our Freshman Mentor Program provides 9th grade students guidance throughout their first year with student-centered leadership, advice, and mentoring. Each FMP advisory class is run by a teacher and four upperclass student leaders. Adults are also supported during their transition into Stevenson's teaching and learning community through a three-year Principal's New Teacher Network.

We acknowledge that engagement in school-based activities promotes positive decision making and minimizes disruptive behaviors. In order to proactively approach building a safe and supportive school climate and culture, we advocate for high levels of student engagement and we work to minimize barriers of entry in order to promote inclusion. A remarkable 93% of students participate in co-curricular activity during their time at Stevenson, and 70% of faculty serve as a coach/club advisor, supporting the diverse interests of our student body.

To support our adults, we celebrate both large and small successes that promote behaviors our teachers have identified as critical for their success in our Collective Commitments. We also support continual growth by encouraging attendance at conferences and offer in-house professional learning structures so that we can create nurturing, positive classroom environments. Finally, we help develop teacher leaders through a dispersed leadership model.

2. Engaging Families and Community:

At Stevenson High School, we value parents as partners in the educational process and we know that students experience greater success when there are positive connections between school, home and community. As their child's first teachers, parents can assist schools in understanding their child as an individual. To that end, we strive to create opportunities for meaningful discussions with parents using a variety of approaches. Our teachers provide information to parents regarding the academic and social and emotional progress of students in classes on a weekly basis through our interactive report card platform. Each fall, we engage families to engage in a discussion about their child's course selections for the following school year. We provide families with a conversation framework to guide their discussions and ask teachers to refrain from assigning homework on this evening to allow time for these discussions. In addition, our counselors facilitate Student-Counselor-Parent Engagement (SCoPE) meetings. During these meetings, counselors connect with parents and their child individually to learn more about their child's strengths, interests, goals, and concerns. Counselors provide information about their role in helping students and families navigate the high school experience and share programs, resources, and opportunities tailored to each student's needs. These meetings occur during each student's freshman, sophomore, and junior years and allow for developmental discussions ranging from the transition to high school to post-

secondary plans.

We actively seek the perspectives of diverse parent voices and use this feedback to shape our curricular and co-curricular programs and initiatives. Each month, our principal and superintendent invite eighty randomly-chosen parents to a breakfast meeting. The agenda for this meeting is entirely parent-driven. Parents are able to celebrate successes, share concerns, and ask questions. Issues discussed by parents are brought to the administrative team to be addressed. In addition, parents serve as members of Stevenson's Equity, Race, and Diversity Steering Committee alongside faculty, administrators, and school board members. By sharing their children's narratives, the parents on this committee have encouraged us to consider the books we choose to teach in our courses, the support we offer for students of color taking Advanced Placement courses, and the professional development we provide for our faculty and staff. Furthermore, through their participation in our school's Advisory Council, parents guide the work of the Student Services Division by establishing division goals and evaluating progress toward those goals. The World Languages Division organizes several meetings each school year of the Bilingual Parent Advisory Committee, which provides parents with a venue to discuss concerns which uniquely impact our English Learner (EL) students and their families.

We recognize the challenges inherent in educating and raising adolescents and we aim to serve as a resource for parents along this journey. We host a Parent University series each school year, which brings speakers to Stevenson to share their expertise on a variety of topics ranging from managing anxiety in children, understanding social media, and recognizing the signs of substance abuse. We nurture relationships with community resources and connect students and families to these resources through programs such as our Career Expo, Summer Job Fair, and Trades Week.

3. Professional Development:

Professional development at Stevenson High School can best be characterized as "learning by doing." Our relentless commitment to continuous improvement recognizes that we learn best when we are constantly learning from one another in ongoing, reflective ways. At Stevenson, there are a number of varied professional learning opportunities that support innovation and positive change. Most notably is Stevenson's dedication to teacher-led collaborative teams--where ideas about teaching and learning are a strong focus.

Time has been built into every school day for teachers to meet as collaborative teams and dialogue about student performance data to determine best practices in curriculum, instruction and assessment. We believe the most impactful professional development for teachers occurs within the context of course-specific team meetings discussing their own students' work. While the main focus of these meetings are course specific learning outcomes, they also focus on other important areas of our work, such as: literacy, the role of advancing technologies, our commitment to social emotional learning, and our priority of inclusiveness as we are attentive to issues of equity, race and diversity.

At the Division level, our directors and teacher leaders create and implement professional learning plans that emphasize our District Goals, Projects, and Initiatives and the more specific needs of each content areas. The school calendar builds in four late arrival events throughout the year, where academic divisions focus on specific issues in teaching and learning. Our directors intentionally work with team leaders to guide teachers' professional inquiry.

More formally, we are dedicated to our New Teacher Development program, which works to support teachers during their first four years at Stevenson. During the first and second years, teachers new to Stevenson are provided a mentor and are supported with ongoing professional development dedicated to understanding our school culture and its values and beliefs. Likewise, there are learning opportunities to deepen their thinking on effective instructional practices as they focus on peer to peer observations, self reflection, and best practices in teaching and learning. This program is important to Stevenson's culture, as it works to establish foundational elements of what makes Stevenson a special place to work and to learn.

sender school districts to strive to create vertical alignment as students transition from middle school to the high school. During our articulation meetings, teams unpack state and national learning standards, develop Common Formative Assessments, engage in collaborative scoring activities, and identify effective teaching practices. These processes help ensure consistency across multiple school districts as we strive to improve our students' overall experiences and professional capacity among teachers of our school districts.

4. School Leadership:

Stevenson High School is dedicated to building a culture of distributed leadership, as represented in our leadership structure that includes teacher leaders, division directors, assistant principals and principal. The philosophy of distributed leadership is deeply rooted in our commitment to collaboration, developing shared leadership in all areas of our work, and empowering collaborative teacher teams as decision makers in all areas of curriculum, instruction, assessment and grading. Our school's philosophy is built on a long-standing and persistent belief in creating a professional learning community driven towards continuous improvement -- the reason Stevenson High School has become a model for other schools.

Over the past thirty years, Stevenson High School leadership team continues to nurture a cultural mindset focused on three obligations: (1) an obligation to collaborate as educators; (2) an obligation to ensure all students learn at the highest levels; (3) an obligation to focus on the results of our work as we engage in collective inquiry, and lead out data driven decisions. As a school, our leadership structure recognizes that innovations are best led by teacher leaders and practitioners who are experts in their field and supported by the daily work of the school's principal, division directors, and teacher leaders.

One of the most important elements of our leadership structure and culture is our commitment to be "relentless in the pursuit of redundancy." To that end, our district goals and initiatives have not changed in over 25 years. We remain focused on three goals: (1) fostering high levels of student achievement, (2) ensuring that all students have at least one college level experience while in high school (i.e., Advanced Placement, Dual Credit, etc), and, (3) nurturing our students' social emotional learning. Each year we establish new benchmarks, however, these goals have not changed and will continue to guide our collective work. As a leadership team we refuse to chase educational fads and trends in education reform. We remain committed to our district initiatives of collaboration, student engagement, and monitoring student growth through formative assessment practices.

Finally, our leadership team and teacher leaders are fully committed to their own professional growth and development and to improving the conversation for all involved in education. Stevenson teachers and leaders are encouraged and supported in their efforts to serve on state and national professional organizations, presenting at local, state and national conferences. Our faculty participate in and complete research, and publish professional articles and author books. Our leadership team fully understands that learning and continuous improvement is not something "we did last year," learning and continuous improvement is an ongoing effort to improve the teaching and learning in our school as we pursue our mission of Success for Every Student.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

While there are many initiatives that have had a positive impact on the success of our school in the last ten years, our work on developing deep clarity on what exactly student proficiency looks like and sounds like in our curricular standards, objectives, and learning targets has had a significant effect on improving teaching and learning in our school. Stevenson High School's success is built on our dedication to developing the proficiency of every student through evidence-based practices. Our teaching teams work diligently to clarify the proficiency-based learning targets and expectations that we want all students to learn, utilize an evidence-based instructional, assessment and grading model, and work together to support the academic and social emotional growth of each student.

Setting clear proficiency-based expectations for learning that are focused on both academic and social emotional growth help our collaborative teaching teams establish a common curriculum for students. The commitment to clarifying and defining proficiency leads to the collaborative teams working to answer the following four questions: (1) What do we want all student to know, understand, and do; (2) How will we know that all students learned; (3) What do we we do when they haven't learned; (4) What do we do when they already know or can do what we expect of them? By collaborating around these four questions, and by setting proficiency-based learning targets and clear expectations for our students, with valid and reliable common assessments to measure student growth, we are in a better position to support the competency and proficiency of every student with greater directness and with greater intention.

While proficiency-based learning targets and expectations establish the very clear goals we have for our students, we have also developed a proficiency-based instructional model that it utilized schoolwide to ensure that teachers are developing and implementing instructional lessons that meet the needs of individual students. Our teaching teams use evidence-based assessment and grading practices to measure student learning and growth throughout our units of study.

Having a clear understanding of what exactly proficiency would look like if attained serves as a point of reference for teachers and student, helps teachers to identify when we need to reach out and support students with targeted interventions; and the proficiency-based targets help us to provide enrichment and extension opportunities for individual students that support them in reaching their fullest potential.