

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Tricia A. Simonsen

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

Official School Name Colleen L. Bevis Elementary School

(As it should appear in the official records)

School Mailing Address 5720 Osprey Ridge Drive

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

Lithia

City

Florida

State

33547-3830

Zip Code+4(9 digits total)

County Hillsborough

State School Code Number* 29 -0361

Telephone (813) 740-4000

Fax (813) 740-4004

Web site/URL http://bevis.mysdhc.org

E-mail Tricia.Simonsen@sdhc.k12.fl.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mrs. MaryEllen Elia

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

District Name Hillsborough County Public Schools

Tel. (813) 272-4000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Jennifer P. Faliero

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. 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.
7. 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.
8. 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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 7 | % Hispanic or Latino |
| 84 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 6 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	29
(2)	Number of students who transferred from the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	51
(4)	Total number of students in the school as of October 1	840
(5)	Total transferred students in row (3) divided by total students in row (4)	0.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient

Number of languages represented 2

Specify languages: Spanish & Russian

9. Students eligible for free/reduced-priced meals 7 %

Total number students who qualify: 54

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 14 %
104 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 categories.

<u>2</u>	Autism	<u>5</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>30</u>	Other Health Impairment
<u> </u>	Deaf-Blindness	<u>64</u>	Specific Learning Disability
<u> </u>	Emotional Disturbance	<u> </u>	Speech or Language Impairment
<u>3</u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u> </u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u> </u>	Multiple Disabilities	<u> </u>	

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>43</u>	<u>0</u>
Special resource teachers/specialist	<u>14</u>	<u>7</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support Staff	<u>14</u>	<u>3</u>
Total number	<u>76</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	96 %	96 %	96 %	96 %	96 %
Teacher turnover rate	0 %	1 %	0 %	3 %	0 %
Student drop out rate (middle/high school)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Colleen Bevis Elementary received the Beth Shields Exemplary Attendance Award for having the highest average daily attendance rates for students in 05-06 & 06-07. The award program was initiated two years ago and is presented by the district annually.

The teachers at Colleen Bevis Elementary have consistently achieved high attendance rates and low turnover rates, impacting the outstanding achievement of our students.

PART III - SUMMARY

Colleen L. Bevis Elementary was established in 2000 as an integral part of the FishHawk Ranch residential community. Our mission and vision statement, to be a top performing school in Hillsborough County in which all students will maximize their potential for learning and acquire skills necessary for success in the 21st century, captures the essence of our school's culture.

Bevis opened with an enrollment of 360 and tripled within three years before stabilizing with an average population of 800. Our commitment to our vision is reflected through continuous performance as Hillsborough County's top scoring elementary school on the Florida Comprehensive Assessment Test (FCAT). Noteworthy is our consistent ranking in the top 1% of Florida's elementary schools. Dedication to professional excellence is evident as all teachers are designated as highly qualified and thirteen have National Board Teacher Certification. Faculty members volunteer to lead Family Learning Nights, summer enrichment camps, after school academic groups, and organize volunteers for school projects.

The Florida Five Star School Award, which recognizes the relationship between the school and its families and business partners, has been awarded to Bevis for seven consecutive years. Business partners provide generous support for the annual Rodeo, our school and community event. Our PTA works diligently to provide funds for supplemental curriculum and enrichment materials, and promotes parent-child informational events such as the Bike Rodeo and Safety Fair. Bevis PTA has achieved the Golden School Award for extensive volunteerism averaging over 11,000 volunteer hours annually. School district recognition has been awarded with one PTA member being recognized as the PTA Person of the Year and our principal twice recognized as District PTA Principal of the Year. Communication for parent and community involvement is conveyed through the school's web page, the annual administrative chat, weekly newsletter (The Trail Blazer), emails, quarterly PTA newsletters, marquee, and student agendas.

A multitude of enrichment opportunities are available for students. Teachers and students create presentations to develop concepts and maximize instructional time in our Promethean Board room. This interactive technology allows students maximum engagement. Students have weekly instruction in the school's computer lab with software specifically selected for increasing learning gains. Several traditional multi-media enrichment options exist for students such as: SMART Boards, Alphasmarts, laptops and ELMOs. The School Advisory Council (SAC) inspires higher level thinking skills with its after school programs such as chess club, Read On!, Write On!, and Science Explorations. The annual district events of The Battle of the Books, The Fairy Tale Bowl, Tropicana Speech contest, Math Bowl, Science Olympics, Science Fair, Fine Arts Festival, PTA Reflections, and Baseball TIVY are eagerly awaited opportunities for students to delve deeper into academic content and exercise critical thinking skills in a competitive format.

Personal character development, in conjunction with intellectual growth, underlies our school's mission.

Students are recognized for being conscientious through our daily Bevis Bronco Badge program. Opportunities for philanthropic projects engage students in humanitarian skills necessary for the 21st century. The annual Jump for Health pledge drive supports the American Cancer Society and for the past three years has provided financial support for families of students who have struggled with debilitating illnesses. Students respond with support to various charities including the American Red Cross and the annual Salvation Army food drive. They created artistic bowls for a local event targeting community hunger and generated an enterprising lollipop business to donate items for a local mission. Reaching beyond the physical needs is the emotional support Bevis provides to its many military families. Classes have sustained correspondence with deployed community members via school emails, Hearts for Heroes, and pen pals. Students participated in the annual Veterans' Day celebration with mini-floats and guest speakers, and have been recognized for their commitment to a deeper understanding of American patriotism.

At Bevis Elementary, we exemplify the American dream of establishing high expectations for both students and staff, while working diligently together for the benefit of all.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Florida students are evaluated annually in March with the Florida Comprehensive Assessment Test (FCAT). Students in grades 3 -5 are assessed using the FCAT SSS and NRT, with students in grades 1 and 2 using the Stanford Achievement Test (SAT-10). The FCAT SSS is a criterion referenced test which measures mastery of the Sunshine State Standards (SSS) in reading, writing, math, and science. The FCAT NRT is a norm referenced test which measures student performance against national norms.

Individual FCAT performance is evaluated using achievement levels (1 through 5) and scale scores (100-500) within a grade level. Developmental Scale Scores (DSS) allow student achievement to be tracked over time and across grade levels. Level 1 represents performance significantly below grade level in the mastery of content standards, while Level 5 represents performance significantly above grade level. Level 3 is considered 'on grade level' within the measured system. Students may earn different scale scores for the same raw score due to varying item parameters, including difficulty. The writing portion requires demonstration of communicative proficiency in the components of focus, organization, elaboration, and conventions. Scores range from 0 to 6 (low to high) with 3.5 considered 'on level'.

Bevis Elementary consistently demonstrates outstanding performance across all assessed curriculum areas. School level data for the 06-07 state grade card substantiates our vision and mission statement to be a top performing elementary school in Hillsborough County. FCAT scores for reading and math are reported for grades 3, 4, and 5; writing for grade 4; science for grade 5. The percentage of students from the previous year meeting a Level 3 or higher in reading increased 2% to 99% (62% district mean). The percentage of students meeting a Level 3 or higher in math increased 3% to 99% (67% district mean). The percentage of 4th grade students meeting a Level 3.5 or higher for the writing essay increased 9% to 97% (89% district mean). The percentage of 5th grade students meeting a Level 3 or higher in science was 87% (45% district mean). Individual learning gains are met if students maintain a Level 3, 4, 5, or improve more than one year within Level 1 and 2 scores based on DSS. The percentage of students earning learning gains in reading equaled the previous year's 84% and increased 2% in math to 86%. Our lower quartile students demonstrated learning gains of 93% in reading and 96% in math. Adequate Yearly Progress (AYP), as part of NCLB, has been achieved annually by Bevis Elementary.

Data trends for subgroups are closely analyzed and reviewed. Ethnic group analysis reveals a consistent increase in the percentage of Hispanics meeting and/or exceeding the state standards in 5th Grade reading and math. Similar performance increases are documented with our Free/Reduced Lunch students. A decrease in the percentage of Blacks meeting and/or exceeding state standards in 03-04 may be a statistical anomaly related to the low numbers of tested students. In the three subsequent years, there were fewer than 10 students in the subgroup. A slight decrease in the percentage of 5th ESE students meeting or exceeding state standards (2006-07) in math is contrasted with an even greater increase in reading for the same population. Trends indicate this is not indicative of a systemic issue with these students, as overall progress has been made with ESE students exceeding the state standards in fifth grade. Additional demographic data can be found at <http://fcatsresults.com/demog/Default.aspx>.

Third grade reading scores on the FCAT showed a statewide spike in 2006. The Florida Department of Education studied the anomaly and identified the cause when they noticed an inconsistency in the placement of 'anchor items'. Anchor items should remain consistent, otherwise, the new test is either easier or harder than the previous year. Adjustments are made to ensure consistency and test difficulty each year. It was determined that the 2006 third grade FCAT test was easier than the 2007 FCAT. The test, scoring, technical aspects, and psychometric properties of the test were all fine. The only issue was the equating issue and third grade was the only grade impacted on the 2006 FCAT. FDOE recalculated the third grade FCAT scores in reading based on the new equating. FDOE did use the newly calculated baseline data to determine gains and school grades for 2007.

Percentage data for student performance, learning gains, and participation are combined to earn a school's grade in Florida. A minimum of 525 points, with at least 50% of the lower quartile students making gains, will earn an 'A' ranking. Bevis has achieved an 'A' rating and the distinction of being Hillsborough County's top performing elementary school since its opening in 2000. Our current score of 741 is among the state's highest for a public elementary school. Information regarding our school's outstanding achievement may be found at <http://schoolgrades.fldoe.org>.

2. Using Assessment Results:

The FCAT and SAT-10 data are used to evaluate instructional effectiveness and student achievement. The data is disaggregated by grade level, individual teacher, ethnicity, gender, and students with disabilities program participation. A school wide review is conducted during preplanning to identify strengths and needs within our curriculum and instructional programs. Significant factors reviewed include evaluating each student for learning gains in core subjects and identifying students in the lower quartile for reading and math. The data analysis provides the framework for establishing achievement goals, intervention, enrichment, and remediation programs for the upcoming year. Additionally, corresponding data from previous years are reviewed and trends identified. Program and instructional delivery procedures are evaluated for effectiveness. Modifications are made as needed and school wide achievement goals through the School Improvement Plan (SIP) are established. Progress is monitored throughout the year using district and school developed assessments. Teachers access students' data and monitor individual progress using Instructional Planning Tool (IPT) software throughout the year. The involvement of all faculty members in the analysis and discussion of data encourages thoughtful reflection of individual student, teacher, grade level, and school performance.

Teachers examine the previous year's data for their newly assigned students. After analyzing the data, each teacher writes an Individual Professional Development Plan (IPDP) to address areas of professional growth. In this plan a teacher identifies a specific academic goal. Students' baseline data is determined and an academic achievement goal is established. The last step of this reflective process is identifying an area of professional development that the teacher determines would be beneficial to his/her students. The IPDPs are reviewed in our professional learning communities and by administration. A compilation of the individual plans is used to formulate a school wide professional development action plan. This two fold process of critically reviewing past performance combined with constructing a plan for improvement, for both student and teacher, embraces the Bevis mission of maximum learning for all.

3. Communicating Assessment Results:

Communication with all stakeholders is a priority at Bevis Elementary. Our superior performance is anchored in a solid teacher-student relationship. Teachers provide students with feedback via individual conferences and progress reports which allows students to identify individual goals. Teachers communicate regularly with students to ensure that outcomes are clear regarding their progress toward meeting grade level benchmarks and state expectations. As students mature they are able to share their strengths as well as areas of need with their families and many are encouraged to do so through student led conferences.

Family engagement in understanding student progress is facilitated through frequent individual conferences and reporting documents that demonstrate students' attainment of school, district, and state expectations. All teachers have access to students' cumulative standardized data to analyze and assist families in comprehending results. An active child study team comprised of educators, administrators, and the school psychologist are available to meet with families to develop specific interventions for students to be successful in classrooms. The school's web site supports individual classroom teachers by communicating their instructional focus for the week and/or unit to families. Celebrations of students' progress are held with quarterly recognition ceremonies and within individual classrooms.

In Florida, all schools are graded as part of the state's accountability system. Standardized test data and attainment of NCLB standards are published electronically on the district, school, and Department of Education websites. Additional public notice occurs in the newspaper and The Trail Blazer. Further steps are taken at Bevis to assist families and the community in comprehending the results. The School Advisory Council (SAC) meets with community representatives to disaggregate data and develop a school improvement plan to uphold and enhance student performance. Faculty members present workshops to educate and assist families in understanding state standards and benchmarks. Community meetings provide an additional forum for disseminating data.

4. Sharing Success:

Bevis Elementary faculty actively collaborate with others at all levels of the educational community. The faculty's commitment to professional growth includes sharing innovative practices throughout the District and maintaining a supportive relationship with other professionals.

Understanding the interdependent nature of collegial development inspires numerous faculty members to seek active involvement in current educational trends. Faculty members serve on various committees

and task forces at the state and district levels to identify and implement best instructional practices. Three faculty members have developed instructional lessons for educational media companies. Faculty members attend and present at state and district conferences, dually sharing and acquiring updated instructional techniques. A high percentage of teachers participate in district organizations such as HCEMC Math Council, International Reading Association, and County Curriculum Councils. Faculty members representing Bevis Elementary in the areas of math, science and social studies, attend district meetings to serve as liaisons between the district and the school. Subsequently, our school has been host to staff development opportunities across the curriculum as our teachers take pride in disseminating information. Our thirteen National Board Certified Teachers (NBCT) teachers serve as mentors on site and within the district to model lessons, facilitate dialogue on instructional reflection, and provide assistance with NBCT portfolio compilation. Several faculty members serve as district trainers in critical competencies such as Reading Endorsement, Nature and Needs of Gifted Students, Effective Classroom Management, and New Teacher Orientation and Induction. Teams of teachers present at the district's Accomplished Teaching Academy, presenting highly effective teaching strategies to experienced educators in the county. One teacher has co-authored a district newsletter to support new educators. Professional commitment is evident by numerous teachers opening their classrooms for observations, sustaining liaisons with universities for interns, and attending curriculum meetings to network with other professionals. The communication of best educational practices extends beyond sharing with other educators. Modeling lessons, demonstrating technology, and communicating current instructional trends are established practices presented at community events for families and business partners. Developing a school culture that is true to our mission of reaching maximum potential for students and staff has not been achieved in isolation. Working with others at all levels of the educational community validates teaching philosophies and assures a successful educational program.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Bevis Elementary's instructional program is driven by the high expectations of its shareholders. The curriculum, frameworked by the SSS, provides comprehensive standards that challenge each student to reach his/her highest potential. Additionally, the district has adopted grade level expectations that pace students' progress through their elementary years to ensure mastery of the fifth grade benchmarks. Each grade level team, in conjunction with resource teachers and administrators, carefully examine the SSS, district expectations, and student performance to scaffold instruction for maximum learning gains. Yearly themes such as 'Racing to Excellence', 'Blazing Into the 21st Century', and 'Riding the Wave of Success' create a sense of commitment towards a common goal for all stakeholders. This year's motivational theme, 'Blast Off to a Bright Future! Mission: Possible' was created by a rising fifth grade student. Each year the current theme is emphasized within instruction, thus encouraging creative thinking, maintaining a positive school climate, and inspiring high academic achievement.

The language arts curriculum, which is a minimum of 90 minutes of uninterrupted daily instruction, is literature-based and targets reading, writing, listening, critical thinking, and speaking skills. The reading program focuses on five basic areas: phonological awareness, phonics, vocabulary, fluency, and comprehension. Teachers provide grade level instruction through core components of read alouds, shared reading, guided reading, and independent reading. All grade levels incorporate a reader's response log for students to express connections to the text and to provide extended responses to comprehension questions. Intermediate teachers adopted a rigorous Wordly Wise Vocabulary Program to enhance the curriculum while primary and intermediate teachers initiate after school book clubs to inspire a love of reading. Bevis has 100% participation in the Accelerated Reader program, a motivational program which increases independent reading. Communicating through writing as a lifelong skill is the goal of our daily Writer's Workshop. Writer's Workshop is divided into several components: instructional, in which teachers provide direct instruction through a mini-lesson; shared writing, in which students interact with the teacher to write; small group instruction; independent writing; and conferencing time with individual students. Students are provided time to share their work with authentic audiences including publication opportunities with community newspapers. Write-On! enrichment classes are held after school for writers needing additional support.

Mathematics instruction is based on five critical components: number sense, measurement, probability, algebraic thinking, and geometry. Students think critically, engage in problem solving, and apply their mathematical knowledge. Leveled instruction and intensive support is provided as well as an advanced mathematics program for gifted and talented students. All grade levels participate in Sunshine Math, a challenging and critical thinking program. Chess and Math Tivy clubs are offered to improve students' problem solving skills. The science curriculum develops critical thinking skills through the scientific method.

Students use the scientific method, laboratory investigations, and real-life applications to study earth, physical, and life science units. All students participate in science investigations and are provided opportunities to enter school and district science fairs.

Visual and performing arts instruction focuses on the process of creating art and/or music, understanding cultural and historical connections, and real life applications. Instruction encourages students to develop their talent and raise awareness of personal media style. The SSS and district benchmarks include a component for creation and communication that is enhanced through interdisciplinary collaboration. Subject integration maximizes students' opportunities to extend vocabulary applications across disciplines. Art specialists have interwoven geometric transformations in tessellations, tiling patterns into decorative structures, environmental connections, and measurement with design principles. Music specialists incorporate literature themes by having students compose melodies to poetry, highlight literary selections in performances, and integrate the teaching of onsets and rimes to rhythms. Students and their products are highlighted in common areas, incorporated into stage sets for monthly music performances, featured in district fine arts festivals and choral performances. The SSS are the frameworks for the district curriculum, yet our driving force is the cohesiveness and commitment of the school's professionals which ignite our students' love of learning.

2a. (Elementary Schools) Reading:

The Florida Sunshine State Standards (SSS) are the curriculum base for Bevis Elementary's reading

program. The SSS and the district benchmarks identify effective reading strategies as validated by current research. Students' performance from the annual standardized assessments and previous year's classroom data are analyzed during the preplanning period. The information is used to construct a comprehensive school-wide reading goal and to guide grade levels in planning and pacing the current year's instruction. The school's Reading Leadership Team facilitates the implementation of the school wide goal. Four core components are integrated in the school's reading program: read alouds, shared reading, guided reading, and independent reading. Read alouds provide opportunities for teachers to model effective fluency and comprehension strategies. During shared reading students are exposed to a variety of on-grade level text, such as literature, non-fiction, newspaper articles, magazines, poetry, and subject area textbooks. The purpose of shared reading is to model the thought processes of a fluent reader. Vocabulary, comprehension, and critical thinking are modeled and developed during this component. Teachers use guided reading and/or literature circles to monitor students' ability to independently apply the strategies and skills of a fluent reader at students' instructional levels. These skills include discussion, questioning, and comprehension monitoring. Running records and the Developmental Reading Assessment are two of the tools used by teachers to identify strategies and skills for instruction and to monitor students' progress toward benchmarks. Additional instructional methods to maximize student achievement include the selection of suitable text and skill based guided reading groups. Independent reading is an integral component in developing a life long reader and has a strong positive correlation with developing fluency. During independent reading students choose texts based upon their skill level and interest areas. Teachers meet bi-weekly in PLCs to coordinate lesson development, instructional pacing, and to examine students' needs. The Accelerated Reader program is implemented as a motivational tool to encourage and monitor independent reading. The SAC and the PTA have funded a wealth of reading resources for classrooms' shared and guided reading instruction. Enrichment materials include a fully stocked literacy room with class and guided group sets of leveled fiction and non-fiction text, Big Books, and audio selections. All materials and instruction are driven by Florida's SSS and the needs of the students.

3. Additional Curriculum Area:

Mathematics instruction is central to reaching the school's mission of each child acquiring the skills necessary for success in the 21st century. Problem solving skills and technology utilization are two of the identified workforce competencies integrated throughout our mathematics program. The curriculum base is the SSS. Instructional planning follows the same format as with other core curriculum subjects. Performance data from annual standardized assessments, strategic pre-testing, and curriculum integration are strategies that enable teachers to maximize instructional impact for students. Number sense, measurement, geometry, probability, and algebraic functions are the mathematical strands which serve as the program's foundation. New standards have been adopted for mathematics with Bevis teachers at the forefront of professional development. National Board Certified teachers have modeled lessons based upon the new standards for other professionals. At Bevis Elementary, students receive direct mathematics instruction for a minimum of one hour daily, with additional integration of applied computation and measurement skills imbedded within science instruction. Problem solving strategies and higher level thinking skills are not taught in isolation; rather they are incorporated throughout daily instruction. Teachers model strategies for problem solving that include identifying the problem, analyzing solution strategies, testing a solution, and evaluating the effectiveness of their response. The school mission is upheld by prioritizing critical thinking in conjunction with computational fluency.

Mathematical communication is vital in the globalization of our work force. Bevis Elementary stresses the importance of communicating problem solving starting in kindergarten. Students are encouraged to write and diagram their solution strategies as part of the daily curriculum. The language of mathematics is embedded as students utilize manipulatives, engage in real world simulations, and share their critical thinking strategies. Curriculum materials include Hands on Equations, Sunshine Math, Calendar Math, and problem solving web sites of national universities.

An effective 21st century curriculum must contain technology integration. Destination Success and FCAT Explorer are two computer based programs that facilitate individualization to meet students' needs. Teachers analyze students' progress to further refine instructional interventions. The Promethean Board and SMARTBoard are additional technological tools used to demonstrate mathematical concepts and problem solving strategies. Students benefit by viewing the incorporation of technology as a natural extension of learning, in addition to having entertainment value. A vibrant math program, which includes critical thinking and technology as integral components, enables Bevis students to complete their mission of attaining mathematical proficiency.

4. Instructional Methods:

The idea of continuous improvement and maximizing success for all students is the driving force behind instruction at Bevis Elementary. A variety of instructional grouping methods are used to meet the needs of all students. Whole class instruction may be used to introduce a topic or to provide background knowledge needed by all students in a particular subject. Small group instruction provides an opportunity to deliver differentiated instruction. Guided reading, mathematical problem solving, and writer's workshop are opportunities for small group instruction. Cooperative learning groups are consistent frameworks used to encourage individual accountability throughout all curriculum areas. Teachers work in their professional learning communities (PLC) to target the best delivery method, technology tools, and instructional activities to meet the needs of their students.

Technology is an additional tool utilized by teachers to develop lesson materials, as well as deliver and differentiate instruction. Computer based programs such as: FCAT Explorer, Destination Success, Accelerated Reader, Brain Pop, Harcourt Science OnLine Text, and Imagination Station, are used across grade levels to target identified skills. In addition to accessing commercial programs, students are instructed using technology as a tool for research purposes and for communication (i.e. word processing, Powerpoint presentations, creating graphs and charts). Teachers and students access the SMART Board, ELMO, and/or the Promethean Board during instruction.

A variety of teaching configurations maximizes instructional time and impact for students. In addition to traditional self-contained classes, Bevis has implemented the specialization model for some intermediate teams. Each grade level has at least one homeroom class which utilizes the support facilitation model for students with exceptional education needs. A core instructional teacher is teamed with a teacher with varying exceptionality certification to deliver instruction in a least restrictive environment for the identified students. Teachers for the academically gifted provide enrichment instruction in mathematics and science.

Additionally, the fifth grade team has established a relationship by working closely with the area middle schools to prepare students academically for a challenging curriculum. Regardless of the configuration for instructional methods, Bevis Elementary demonstrates consistency in effective best practices. All teachers identify and communicate lesson objectives, model skills and strategies, guide instruction through hands on lessons and active participation, and provide supportive feedback to all shareholders.

5. Professional Development:

Identifying and prioritizing staff development needs is a process determined through the disaggregation of student data and teachers' self-reflection. The faculty identifies school improvement goals and develops strategies to formulate the school's overall professional development plan. The school's professional development plan is a compilation of district trainings, state conferences, annual on site professional book studies, workshop attendance, and teacher mentoring. The faculty book study supports a cohesive approach to analyzing current trends in education while fostering a personal connection with our students and their needs. Recent book studies have focused on Best Practice, New Standards for Teaching and Learning in America's Schools, Teaching What Matters Most, and Teaching With The Brain In Mind. Teachers meet bi-weekly within horizontal and vertical grade level teams to analyze student performance, discuss, and plan for effective instruction. These professional learning communities encourage teachers to model lessons and generate feedback to support each other. Students' academic and behavioral performance is enhanced by the consistent collaboration of their teachers. Bevis faculty actively attends both on and off site trainings to acquire and improve their pedagogical practice. Various teachers have received training from well known experts including: Steve Barkley, Lucy Calkins, Dr. Ben Carson, and Spencer Kagan. Curriculum trainings attended include: Pathways to Literacy, Accomplished Teacher Academies, Cooperative Learning, Classroom Management Seminars, Writing Strategies, Accountable Talk, Reading Comprehension ToolKits, and various on-line trainings specific to individual teacher's professional goals. Additionally, trainings include support for new textbook adoptions, which is subsequently adapted by the teachers to share with parents. This proactive approach benefits students' performance by engaging and informing the community of curriculum updates. A teacher's self-reflection on instructional performance and its impact on student achievement is central to professional development. The National Board Certification process challenges teachers to reflect, refine, and renew their instructional strategies. At Bevis Elementary, there are thirteen Nationally Board Certified teachers who provide countless hours of mentoring to their colleagues on an individual basis. The success of our students is a direct result of our faculty's commitment to continual formal and informal professional development.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Florida Comprehensive Assessment Test (FCAT SSS)

Edition/Publication Year 2003-2007 Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3,4,5	98	96	95	91	91
% "Exceeding" State Standards					
Level 4,5	77	74	69	66	58
Number of students tested	130	174	148	200	121
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5		75		50	
% "Exceeding" State Standards					
Level 4,5		41		19	
Number of students tested		12		16	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	100	100		94	
% "Exceeding" State Standards					
Level 4,5	54	84		59	
Number of students tested	11	12		17	
3. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5		80	92	42	
% "Exceeding" State Standards					
Level 4,5		40	33	5	
Number of students tested		15	12	19	
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5		95	91	71	74
% "Exceeding" State Standards					
Level 4,5		67	54	35	32
Number of students tested		21	22	31	19

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3,4,5	96	98	94	94	89
% "Exceeding" State Standards					
Level 4,5	74	76	70	69	57
Number of students tested	130	174	149	200	121
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5		75		69	
% "Exceeding" State Standards					
Level 4, 5		59		25	
Number of students tested		12		16	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	91	100		83	
% "Exceeding" State Standards					
Level 4,5	54	91		71	
Number of students tested	11	12		17	
3. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5		80	75	63	
% "Exceeding" State Standards					
Level 4,5		46	42	21	
Number of students tested		15		19	
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5		90	86	84	73
% "Exceeding" State Standards					
Level 4,5		57	59	55	26
Number of students tested		21	22	31	19

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3,4,5	98	93	91	94	92
% "Exceeding" State Standards					
Level 4,5	75	70	69	67	67
Number of students tested	174	146	145	162	131
Percent of total students tested	100	100	100	98	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	80		50	80	
% "Exceeding" State Standards					
Level 4,5	50		20	50	
Number of students tested	10		10	10	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	100	100	92	82	
% "Exceeding" State Standards					
Level 4,5	67	90	66	64	
Number of students tested	12	11	12	11	
3. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	86	80	50	93	58
% "Exceeding" State Standards					
Level 4,5	35	40	25	60	33
Number of students tested	14	10		15	12
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	88	90	63	91	76
% "Exceeding" State Standards					
Level 4,5	46	57	48	26	34
Number of students tested	24	21	19	23	12

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	Marh	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3,4,5	95	95	89	94	90
% "Exceeding" State Standards					
Level 4,5	76	70	62	67	60
Number of students tested	149	149	123	177	115
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5				84	86
% "Exceeding" State Standards					
Level 4,5				34	43
Number of students tested				12	14
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	100	92		71	
% "Exceeding" State Standards					
Level 4,5	100	75		53	
Number of students tested	11	12		17	
3. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	92	85		58	83
% "Exceeding" State Standards					
Level 4,5	83	23		16	33
Number of students tested	12	13		19	18
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	67	79	64	46	77
% "Exceeding" State Standards					
Level 4,5	47	36	18	23	8
Number of students tested	15	14	11	13	13

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3,4,5	99	95	90	91	88
% "Exceeding" State Standards					
Level 4,5	80	64	61	60	62
Number of students tested	174	146	145	161	130
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	90		50	70	
% "Exceeding" State Standards					
Level 4,5	50		10	40	
Number of students tested	10		10	10	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	100	100	92	91	
% "Exceeding" State Standards					
Level 4,5	75	63	66	54	
Number of students tested	12	11	12	11	
3. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	93	100	58	87	59
% "Exceeding" State Standards					
Level 4,5	50	40	17	60	17
Number of students tested	14	10		15	12
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	96	90	74	77	50
% "Exceeding" State Standards					
Level 4,5	71	38	37	36	33
Number of students tested	24	21	19	22	12

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3,4,5	97	93	91	83	84
% "Exceeding" State Standards					
Level 4,5	76	83	71	65	63
Number of students tested	149	149	123	177	115
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5				58	79
% "Exceeding" State Standards					
Level 4,5				34	58
Number of students tested				12	14
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	100	92		65	
% "Exceeding" State Standards					
Level 4,5	82	92		47	
Number of students tested	11	12		17	
3. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	92	54		47	67
% "Exceeding" State Standards					
Level 4,5	50	46		5	34
Number of students tested	12	13		19	18
4. ESE					
% "Meeting" plus % "Exceeding" State Standard					
Level 3,4,5	87	64	73	46	69
% "Exceeding" State Standards					
Level 4,5	40	50	36	23	23
Number of students tested	15	14	11	13	13