2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

[X] Public [ ] Private

Cover Sheet

Type of School (Check all that apply)

[X] Elementary [ ] MIddle [ ] High [ ] K-12
[ ] Charter [ ] Title I [X] Magnet [ ] Choice

Name of Principal Mrs. L. Carol Borders
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Bartow Elementary Academy
(As it should appear in the official records)

School Mailing Address 590 S. Wilson Avenue
(If address is P.O. Box, also include street address.)

Bartow	Florida	33830-4747
City	State	Zip Code+4(9 digits total)

County Polk State School Code Number* 0941

Telephone (863) 534-7410 Fax (863) 534-7218

Web site/URL www.bartowacademy.com E-mail carol.borders@polk-fl.net

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

District Name Polk Tel. (863) 534-0521

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 Mrs. Lori Cunningham
(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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district:

76	Elementary schools
23	Middle schools
	Junior High Schools
35	High schools
15	Other
149	TOTAL

2. District Per Pupil Expenditure: 5580

   Average State Per Pupil Expenditure: 8424

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban are
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 5 Number of years the principal has been in her/his position at this school.

   If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K			0		**7**			0
K	26	28	54		**8**			0
1	24	30	54		**9**			0
2	30	42	72		**10**			0
3	40	31	71		**11**			0
4	48	43	91		**12**			0
5	45	43	88		**Other**			0
6			0					
TOTAL STUDENTS IN THE APPLYING SCHOOL								430

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
1 %	Asian or Pacific Islander
29 %	Black or African American
7 %	Hispanic or Latino
63 %	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 3 %

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	9
(2)	Number of students who transferred from the school after October 1 until the end of the year	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	406
(5)	Total transferred students in row (3) divided by total students in row	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 2 %

7 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 114

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: 5 %

21 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0	Autism	0	Orthopedic Impairment
0	Deafness	2	Other Health Impairment
0	Deaf-Blindness	5	Specific Learning Disability
0	Emotional Disturbance	14	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

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

	Number of Staff	
	Full-time	**Part-time**
Administrator(s)	2	0
Classroom teachers	22	0
Special resource teachers/specialists	11	1
Paraprofessionals	3	0
Support Staff	9	1
Total number	47	2

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 — 20 **: 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	98 %	97 %	97 %	98 %	97 %
Daily teacher attendance	95 %	94 %	96 %	96 %	96 %
Teacher turnover rate	27 %	24 %	37 %	22 %	7 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The increase from 02-03 to 03-04 in teacher turnover rate was a result of a teacher moving out of county, a teacher transferring to middle school, and additional units being added for class-size reduction and SAI. The next year our school was selected as a choice school for K, 1, 2 students who were zoned for Title I schools that did not make AYP. Additional

units were added to accommodate these students. In addition, our school added another class-size reduction unit. Another teacher retired; one did not return after maternity leave; the teacher hired to replace her transferred to middle school after only two months; a paid teacher intern was placed in this classroom for the remainder of the year. The following year a reading coach unit was allocated as well as another class-size reduction unit. One teacher resigned to go into private enterprise; one teacher transferred to another elementary school closer to home. In 06-07, our reading coach accepted a position with the state as a Reading First Regional Coordinator; one became an administrator at another school and two teachers' husbands were transferred out of state.

PART III - SUMMARY

Established as a K-5 magnet school in 1993, the focus is traditional academics with enrichment. Acceptance is based solely on a lottery selection of applicants from six small cities within Polk County.

Mission: Bartow Elementary Academy is a family partnership committed to excellence. We expect everyone to cooperatively acquire the skills and knowledge to become successful life long learners with respect for themselves, others, and the world around them.

At BEA, a family partnership committed to excellence is the key to the success of our students. This partnership is actively demonstrated in the following ways: Academy Contract- Signed annually, focuses on high expectations for attendance, academic progress, homework, uniform dress code, behavior and parent participation; Mandatory Portfolio Conferences- Held 3 times a year to review progress; Mandatory Improvement Conferences for those students at risk of not meeting academic, attendance, behavior expectations; Parental Involvement- Volunteering, joining PTA/SAC, mentoring, and visiting the school are promoted.

We expect everyone to cooperatively acquire the skills and knowledge to become successful life long learners. To make this part of our mission a reality, we focus on the following best practices and innovations: School wide Curriculum- Susan Kovalik's Integrated Thematic Instructional Model, brain-based learning, 'being there experiences', sensory integration, higher level thinking skills, real world applications, and multi-intelligence activities are the threads that weave the mastery of the Sunshine State Standards in reading, writing, math, science, and social studies; High Expectations for All Students; Daily Physical Education Classes; Art and Music Each Week; School wide Implementation of Cooperative Learning; School wide Implementation of Accelerated Reader; School wide Implementation of Thinking Maps; Integration of Technology; Open Library; After School Extended Media Hours; In-school Tutorial Assistance; Extended Learning Opportunities; Chess and Other Extracurricular Activities --to have respect for themselves, others.

BEA believes in the effective schools research and the brain-based research that underlines the importance of having a safe and orderly environment in place as a prerequisite to student learning. The following best practices are in place to ensure that our students have a 'brain friendly' place to come and learn: School wide Behavior Management Plan- Focuses on prevention first through 'Love and Logic' strategies, with frequent parent communication and clear, consistent consequences; School wide Character Education using Kovalik's Lifelong Guidelines of trustworthiness, truthfulness, active listening, no put downs, and being their personal best and the Lifeskills of integrity, initiative, flexibility, perseverance, organization, sense of humor, effort, common sense, problem solving, responsibility, patience, friendship, curiosity, cooperation, caring, courage, and pride; School wide recognition of Good and Super Citizens--with respect for the world around them.

As an extension of our belief in the importance of helping students make connections as they learn, and to build respect for the world around them, the following best practices and innovations are employed: Indoor Science Lab- Hands-on experiences each week; Literacy Garden- Science in the Literacy Garden is more than just 'doing' and 'hands on'. Students read, write, listen, and share their discoveries and questions with others. Notes are kept, data collected, questions recorded, and observations documented, all with the ever-constant connection to literature. Moving beyond the classroom walls provides students with authentic, real world experiences; Guest Speakers and Share a Career Day; Student Research and Projects;

Frequent Field Trips- Gives students first hand 'being there' experiences in the areas of the arts, social studies, science, and math; Simulated Job Experiences- Students have opportunities to build an understanding of the world of work through a variety of opportunities such as TV Production, School Patrols, School Store Clerks, PRIDE Team, Peer Facilitators, Docents, Media helpers, Jr. Garden Club Members, Litter Getters, and

economic projects.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Florida Comprehensive Assessment Test A(FCAT) contains two different components: criterion referenced tests and norm-referenced tests. The first measures student performance on selected benchmarks in reading, mathematics, writing, and science that are defined by the Sunshine State Standards (SSS). Achievement levels based on both scale scores and developmental scale scores range from 1 (lowest) to 5 (highest). Level 3 is considered proficient in terms of meeting all of the standards. The NRT measures individual student performance against national norms. Detailed FCAT information is located at: http://fcat.fldoe.org/ During the 2006-2007 school year, Bartow Elementary Academy met the criteria for making Adequate Yearly Progress. Based on Florida's A+ formula for grading state schools, Bartow Academy earned 716 points, the 9th highest elementary school in the state.

Reading:
1) 95 % of all students in grades 3-5 met high standards for reading, scoring at or above Level 3 on the FCAT SSS, the 4th highest percent in the state and the highest percent in Polk County.
2) The AYP report indicates that 91% of Black students scored a Level 3 or above and 94% of the Free/Reduced Lunch students scored a Level 3 or above.
3) 92% of all students made learning gains on the 2007 FCAT SSS Reading Assessment, 6th highest percent in the state and highest percent in Polk County.
4) 94% of the lowest 25% in the school made adequate progress on the 2007 FCAT SSS Reading Assessment, 5th highest percent in the state and highest percent in Polk County.
5) 97% of all third grade students scored at or above FCAT Level 3 on the 2007 FCAT SSS Reading Assessment, an increase from 87% on the 2006 FCAT when the state recalculated the scores because it was determined that the 2006 test was easier than 2007. This decision made the 2006 baseline of student achievement for third grade students and elementary schools lower than the original baseline posted when school grades were released. FDOE did not recalculate new school grades for 2006 to ensure that those impacted by the problem were held harmless to the greatest extent possible. However, FDOE did use the newly calculated baseline data to determine gains and school grades for 2007.
6) The mean points earned by content area indicate that Reference and Research was the weakest area at 1 out of 2 points. The subtest, Words and Phrases, was 7 out of 9 points; Comparisons was 14 out of 17 points; Main Idea/Author's Purpose was 14 out of 17 points.
7) Mean points earned by content area in grade 4 on the FCAT SSS indicate that Reference/Research was the relative weakest with 3 out of 4 points; Comparisons at 13 out of 17 points; Main Idea/Author's Purpose at 19 out of 25; Words/Phrases at 4 out of 5 points.
8) Mean points earned by content area in grade 5 on the FCAT SSS indicate that the relative weakness was Reference/Research with 3 out of 4 points; The subtest, Words/Phrases, at 7 out of 9 points; Main idea and Author's Purpose at 18 out of 23 points; Comparisons at 8 out of 9 points.
9) The median NPR on the FCAT NRT for grade 3 was 85; for 4th grade it was 76; for 5th grade it was 90.

Math:
1) 90% of students in grades 3-5 scored at or above Level 3 on FCAT SSS.
2) Disaggregated data on the AYP report indicates that 86% of Black students scored a Level 3 and above on the FCAT SSS and 87% of the disadvantaged students scored a Level 3 or above.
3) 87% of all students made learning gains on the 2007 FCAT SSS Math Assessment, 5th highest percent among all elementary schools in the state.
4) 83% of the bottom 25% made learning gains on the FCAT SSS Math Assessment.
5) 89% of all third grade students scored at or above FCAT Level 3 on the 2007 FCAT SSS Math Assessment. The mean points earned by content area indicate that Algebraic Thinking was the weakest area with 4 out of 6 points. Data Analysis was 5 out of 7 points; Geometry was 5 out of 7 points; Number Sense was 9 out of 12 points; Measurement was at 6 out of 8 points.
6) Mean points earned by content area in grade 4 on the FCAT SSS indicate that Data Analysis was the weakest with 4 out of 7 points; Measurement was 5 out of 8 points; Algebraic Thinking and Geometry at 5 out of 7 points; Number Sense at 8 out of 11.
7) Mean points earned by content area in grade 5 on the FCAT SSS indicate that the relative weaknesses was Number Sense with 8 out of 13 points; Algebraic Thinking and Measurement at 7 out of 11 points each; Data Analysis at 8 out of 12 points; Geometry at 9 out of 13 points.

8) The median NPR on the FCAT NRT for grade 3 was 84; for 4th grade it was 87; for 5th grade it was 89.

2. **Using Assessment Results**

FCAT data is analyzed in the spring/summer and then again at the beginning of the school year. In the spring/summer, the staff reviews school level FCAT summary data, determining trends over time for the percent of students at each of the achievement levels. School grade data and AYP data are analyzed, once again looking for trends and reviewing the percents received in each cell toward the calculation of the school grade. Grade levels and vertical teams review grade level data and sub-group data. Each grade level prepares a grade level plan for school improvement, targeting standards where student underperformance is noted. Each teacher reviews class and individual student data. The School Advisory Council analyzes the same data and works with the School Improvement Team to identify areas of need to develop the School Improvement Plan and plan for professional development. Because class lists are tentatively set for the following year, the teachers work on their own during the summer to design differentiated instruction to meet the needs of all learners. At the beginning of the year one full day is set aside as a Data Day, a day to examine data and carry out meaningful conversations relative to ways to increase student achievement. Data Day is divided into 3 phases: Phase 1 where K-1st, 2nd-3rd, and 4th-5th grade level teams analyze available data for their current year students, where teachers look for trends, discuss strengths/weaknesses, identify strategies that were effective for students who made significant gains, and identify best practices that contributed to the grade level's success; Phase II: individual teachers examine their individual student data for the current year, draft Action Plans for instruction for the first 9-weeks of school, and develop a draft of an Individual Professional Growth Plan based on the needs of their students; identify students who need extra assistance; Phase III: Teachers re-group so that each grade has the opportunity to meet with teachers from the next year level. Teams are 1st-2nd, 3rd-4th, K-5th. Teachers discuss what baseline knowledge the students should have acquired the previous year to be successful in the current school year. Kindergarten teachers discuss what is expected at the end of grade 5 for promotion to grade 6. During Phase III teachers discuss academic areas that seem to be deficient when entering the next grade, identify two key skills each incoming student should have when entering the next grade level, identify best practices, and identify professional development needs.

3. **Communicating Assessment Results**

The teachers meet with each student at the beginning of the year to establish individual student goals/targets based on the previous year's spring assessment data. Teachers provide feedback to students throughout the year relative to individual formative assessment data. Individual student assessment data is shared with parents through three student-led mandatory portfolio review conferences throughout the year. During these student-led conferences, the teachers are present if parents have questions regarding the portfolio assessments. Parents of students who are struggling or who tested in the bottom 25% have three additional meetings with the principal and the teacher to review data, develop an academic success plan, and monitor progress during the school year. Individual student assessment data for all students is communicated with the students as the year progresses via specific feedback from the teachers. Assessment data is also presented through Power Point presentations to the School Advisory Council and to the entire staff. The Student Performance Accountability Report is available through the school's website and assessment data is located in the School Improvement Plan on the website or in hard copy form in the school's office. The principal serves on the Bartow Chamber of Commerce Board of Directors and the Chamber's Education Committee where data is routinely shared. Data is published in local newspapers such as The Ledger and The Democrat. Data is communicated to parents in the Knightly News, the school's newsletter. Assessment data is shared with parents during parent meetings such as PTA, Grade Level Parent Information Nights, and New Parent Orientation.

4. **Sharing Success:**

Teachers have presented at district, state, and national conferences. This past October teachers were presenters at the state's science conference. Presentations centered on integration of curriculum and test-taking strategies. Every year our teachers present at the Florida Institute of Phosphate Research's summer training for regional and state teachers. In addition, our teachers developed a teacher resource book for FIPR. Our National Board Certified teachers (NBCTs)

mentor new teachers in our district in numerous ways. They serve as mentors to individual teachers by answering questions and sharing best practices. They serve as mentors for the TIPS program, which is the district's teacher induction program. They teach classes one evening each month to support new teachers in the areas of technology, classroom management, the K-12 reading program, diversity, and creating powerful lessons. Our NBCTs sit with these new teachers in small groups and discuss these topics. For example, during the diversity class, one of our teachers shared how the sensory needs of our students are being recognized and met through an approach that includes our 'sensory closet'. Another teacher has shared how our teachers analyze data to ensure data driven instruction. Another example includes sharing strategies to address 'gender' gaps in academic achievement. Our NBCTs also teach more in-depth classes which are offered one day per week for 5 weeks. These are designed to help and support new teachers or experienced teachers who want to improve instruction or classroom management. In addition, our NBCTs help teachers develop accomplished practices to become fully certified by teaching Saturday classes at Polk Community College. These classes are offered two Saturdays a month for 5 hours each. Other ways that we share our best practices are by serving on district committees. This year our teachers served on the Elementary Advisory Council, Standards-Based Achievement Reporting, and textbook adoption committees. Bartow Elementary Academy has been viewed as a model by other developing schools that see strengths in such programs as our K-5 science lab and outdoor classroom, the media center's Accelerated Reader/Family Night, extensive use of technology, and a school wide behavior management plan that is consistently reinforced by all. Title I teacher trainers from other schools have observed instruction in reading and math. Our Big Step program is considered to be a unique model for kindergarten readiness, and local pre-K programs send personnel to observe and gain additional knowledge each year. Finally, we have created videos and DVDs of our kindergarten phonogram instruction for pre-K programs that feed into our school.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The core curriculum at Bartow Elementary Academy is standards-based, prioritized, and mapped using the Sunshine State Standards as a blueprint with identified essential and important objectives for each core subject. Because Florida's Sunshine State Standards rank 46 out of 50 states in breadth and depth, the staff has used the Plan, Do, Study, Act cycle of continuous improvement to prioritize the curriculum and increase the level of rigor since the introduction of the Sunshine State Standards in 1996. An integrated K-5 science curriculum incorporating Bloom's Taxonomy for higher level thinking skills, Daggett's Rigor and Relevance, and Susan Kovalik's process for determining themes, conceptual key points and significant knowledge key points, ensures a body-brain partnership. The hallmark for Kovalik's Integrated Thematic Instruction Model is that it is based on 'being there' experiences or locations. Concepts are used to integrate and organize the curriculum. These concepts prove much easier for students to store in long term memory than curriculum fragments and factoids. We have found that concepts are powerful curriculum builders because students are able to leapfrog from a current lesson to yesterday's personal experience to tomorrow's situations in the real world. Teachers make every effort to integrate reading, language arts, math, and social studies via the science core, the heart of our school. The science core curriculum is a spiraling curriculum that covers the standards of physical and chemical sciences, earth and space, life and environmental sciences, and scientific thinking. Health and wellness are included within science and physical education. Sensory integration, music, art, and physical movement are all important aspects of our brain friendly, integrated curriculum. In addition to the Brain Gym activities in the classroom, students participate in physical education every day. Music, art, science lab, and Compass-Odyssey computer lab are scheduled once a week. A partnership with the Bartow Chamber of Commerce brings four performing arts programs to our auditorium during the year. Technology is integrated across all curriculum areas. Core curriculum in math for each grade level includes standards and benchmarks in number sense, measurement, geometry, algebraic thinking, and data analysis. Mathematical proficiency also includes understanding mathematics, computing fluently, applying concepts to solve problems, reasoning logically, and engaging in mathematics, seeing it as sensible, useful and doable. All fifth graders learn how to play chess and teach the kindergarten and first grade students how to play.

The reading core curriculum is a balanced literacy approach focusing on five components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The curriculum includes a core reading program, intervention program, and supplemental reading program. The standards include: Words and Phrases, Main Idea and Author's Purpose, Comparisons, and Reference/Research.

The language arts curriculum emphasizes writing across the curriculum. The teachers have established grade level expectations to ensure that the writing expectations reflect at least one year's growth as students move up the grade level continuum. The Six Traits of Writing: Ideas, Sentence Fluency, Word Choice, Organization, Voice, and Conventions form the basis of the curriculum with emphasis on expository writing and narrative writing in K-4 with persuasive writing added in grade five.

Social Studies begins with kindergarten students focusing on the community and its helpers. 'Being there' experiences are easily accessible since our city is the seat of our county government. We are also located just blocks from the post office, fire department, banks, and numerous businesses. Students begin to learn about maps and where they live as Americans and as Floridians. They compare and contrast people of today to those of long ago.

Customs/cultures of people and economics are important. The essential focus of grade 1 includes U.S. history, mapping skills, similarities and differences of people and places. Government, citizenship, communication/travel, and economics are important. Global beliefs, patriotism, Native American cultures, economics, resources, scientists and inventors are essential components of the second grade curriculum. Third grade students' essential areas include economics, map skills, world regions, explorers, how people change

history, governments and laws, transportation and communication. Fourth grade's essential curriculum focuses on Florida, geography and map skills, and the U.S. Constitution. In fifth grade, the essential curriculum includes the American Revolution, colonization, Civil War, the westward movement, U.S. government/citizenship, WW II, globe and map skills.

2a. **(Elementary Schools) Reading:**

Our school implements a balanced reading program at every grade level which includes a 90-minute uninterrupted reading block that aligns with Florida's Formula for Success: 5+3+ii+iii , the Five Major Components (phonemic awareness, phonics, fluency, vocabulary, comprehension) + Three Types of Classroom Assessment (screening, progress monitoring, diagnostic) +Initial Instruction (explicit, systematic, scaffolded, differentiated, print-rich) + Immediate, Intensive Intervention (flexible grouping, accommodations). The Riggs Institute's Writing and Spelling Road to Reading also is an important component of the K-2 curriculum regarding direct instruction. Beginning in kindergarten, students are explicitly taught phonograms. Our school wide approach to reading is used as a result of scientifically-based research, including that found in the National Reading Panel Report and in the No Child Left Behind legislation passed by Congress in 2001. Weekly classroom walk-through observations are conducted by administration to monitor the fidelity of the program. Through appropriate assessment and progress monitoring students receive rigorous and relevant reading intervention instruction as well as reading enhancement instruction. The Kaplan Achievement Planner assists teachers in developing lessons to address specific skills. Although the school uses the district's required basal series as the tool to provide initial and differentiated instruction, teachers frequently use trade books, magazine articles, and chapter books to supplement the basal and provide enrichment. Supplemental Intervention Reading Programs are also used for those students who require more intensive interventions. In addition to the 90-minute block, struggling students receive an additional 30-45 minute tutoring block by teacher-tutors. Accelerated Reader is used to motivate students to practice their reading skills, to become more proficient readers and to increase stamina for reading longer passages. Compass Odyssey software and FCAT Explorer focus on helping students acquire and expand reading comprehension skills. It teaches the concepts necessary to support students as they move from learning to read to reading to learn. The Reading Coach Model is implemented whereby our coach builds expertise and distributes it to our teachers.

3. **Additional Curriculum Area:**

Through curriculum integration and 'being there' experiences students are involved in real life applications of math, thereby acquiring the skills to become successful lifelong learners, an integral component of our mission statement. One such example is our school wide blueberry project in our Literacy Garden where students determine if the color of the shade cloth affects photosynthesis and the production of the blueberries. Math skills include measuring and laying out the plots, measuring the shade cloths, counting plants, measuring plant nutrients and water, collecting quantitative data throughout the growth cycle, creating charts and graphs of the collected data, and using computational skills based on the grade level of the students. Perhaps even more important are the opportunities for students to work cooperatively in teams, another fundamental element of our mission, as they explain the meaning of data in the tables and graphs, and write about the relationship among these different representations. They learn how to synthesize information and explain their reasoning, vital skills for lifelong learning in the 21st century and crucial to our mission. A field trip to an actual blueberry farm and processing business affords students the opportunity to see the big picture as they interview employees from the areas of agriculture, plant processing, marketing, and business. Financial math comes to life and students learn about the impact of the agribusiness in our area, fostering an appreciation of the world around them, key to our mission.

In the classroom, teachers also strive to include quantitative thinking across the curriculum with real life applications and authentic use. Math journaling and connections to literature are vital components of our math curriculum. We also expect our students to compute fluently, use formulas, and develop mental math skills. Emphasis is placed on the problem solving process and a variety of strategies to solve problems. We model our love of

learning adhering to the saying, 'Give someone a fish, you feed him for a day; teach him how to fish, you feed him for a lifetime.' Mathematical comprehension is essential as students create models, make connections, identify patterns, use the language of math, and use mathematical reasoning, necessary skills for successful life long learners in the global marketplace. Through assessment and progress monitoring students receive rigorous and relevant math intervention instruction as well as math enhancement instruction. The Kaplan Achievement Planner assists teachers in developing lessons to address specific skills. Although the school uses the state adopted math series, Scott Foreman, as the tool to provide initial and differentiated instruction, teachers frequently use supplemental resources such as Curiosity, Shape, Number , and Time Baits, Number Literacy, Opening Eyes to Math, Visual Math, and Strand Attack. Compass Odyssey software and FCAT Explorer focus on helping students acquire and expand skills.

4. **Instructional Methods:**

Teachers use methods to cultivate a brain-friendly classroom. This begins with the creation of a positive learning environment where teachers greet students at the door with a handshake, a simple smile, and a greeting. Teaching and practicing Kovalik's Lifelong Guidelines and Lifeskills promotes a positive classroom culture and increases reflective thinking and classroom leadership. Our teachers strive to include learning activities that address all learning styles such as a song about the water cycle for the musical learner, observing clouds for the naturalist learner, and illustrating them for the visual/spatial learner. Teachers incorporate purposeful movement activities into instructional activities which help all students prepare for learning, especially the bodily-kinesthetic learner. Cooperative learning is used to build connections among the different brain functions and to foster critical thinking. Daily physical education promotes students' physical fitness. Our yearly 'Wacky-Wellness Walk-a-thon' promotes nutrition and exercise so that students are ready to learn. Clean, uncluttered classrooms and classical music reduce classroom anxiety and stimulate critical thinking. Staff members respond to students in a non-threatening and supportive manner. Sensory tools are offered to students who may need help in attaining the appropriate level of alertness. Teachers use a daily agenda to provide consistency and continuity which supports time management strategies and clearly defines what students can expect each day. Written procedures for routine classroom activities create a safe and predictable environment for our students. Other research-based strategies include: Setting Focus and Objectives for Learning (objectives and essential questions); Using Anticipatory/Activator Activities; Focus on Vocabulary in Context and Previewing Key Vocabulary; Distributed Summarization and Final Summarization; Extending Thinking Strategies (emphasis on cause/effect, similarities/differences); Advance Organizers, Thinking Maps, and Venn Diagrams; Distributed Practice (during school and homework); Hands-on Experiences; Use of Models and Manipulative Math; Use of Mnemonic Devices; Supportive Technology; Literature Links, and Centers. Parent Academic Nights, Open Library, and After School Extended Learning are additional methods we use to improve student achievement.

5. **Professional Development:**

Professional development in our school is directly related to student achievement, and it is aligned with the objectives in our School Improvement Plan to ensure an increase in student performance. Professional development interventions focus on areas of need identified through disaggregated student data analysis to establish adult learning priorities, monitor progress, and help sustain continuous improvement. During the 2006-2007 school year professional development focused on strengthening teachers' knowledge and skills in reading comprehension, higher order thinking skills, and high yield instructional strategies. Book studies in professional learning communities to increase student performance in the area of reading included: Bringing Words to Life and Summarization in Any Subject: 50 Techniques to Improve Students' Learning. A book study of Results Now focused on the development of vertical teams to study student work, analyze data, and increase higher order thinking skills. Marzano's high yield instructional strategies were reviewed to increase student achievement across the curriculum. Because we continually strive to reduce gaps in achievement among our subgroups, a 6-hour workshop entitled A Framework for Understanding Poverty was conducted. New staff members participated in Kovalik's ITI Model and Love and Logic to maintain consistency throughout the school. The Technology Coach, the Model Technology Teacher, and the Reading Coach attended professional

development to build capacity and worked with teachers and teams on specific areas of need. Spring state and district testing data were used to evaluate the impact of professional development on student achievement. In 2007, 94% of our bottom 25% made learning gains in reading and 83% of our bottom 25% made learning gains in math on the FCAT. Overall, 92% of our students made learning gains in reading and 87% in math. In 2007, 95% of our students met high standards in reading and 90% in math. The data collected indicates that professional development had a positive impact on student achievement. The process for monitoring the integrity of the implementation of all training is the Classroom Walk-Through conducted by the principal/assistant principal. The Walk-Through also ensures follow-up as necessary and feedback to the teachers, essential to improved student performance. The timeline of professional development is included in our School Improvement Plan along with the process for follow-up, resources, and the method for evaluating the impact on student achievement. A staggered work schedule creates a regular weekly time for valuable professional development every Tuesday afternoon from 3:00-4:10 as well as on district staff development days.

PART VII - ASSESSMENT RESULTS

Subject Reading (E) Grade 3 Test Florida Comprehensive Assessment Test

Edition/Publication Year 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 and above	97	87	96	89	87
% "Exceeding" State Standards Levels 4 and 5	63	52	60	51	43
Number of students tested	90	71	72	72	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard Level 3 and above	95	63	100	83	89
% "Exceeding" State Standards Levels 4 and 5	41	37	50	50	52
Number of students tested	22	19	16	24	27
2. Black					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and above	95	74	100	83	73
% "Exceeding" State Standards	55	21	43	38	32
Number of students tested	20	19	21	24	22
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 4 Test Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year 2002-2007 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 Levels 3 and Above	91	96	89	86	87
% "Exceeding" State Standards Levels 4 and 5	60	52	59	39	63
Number of students tested	70	71	70	72	71
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard Level 3 and Above	88	88	80	76	72
% "Exceeding" State Standards Levels 4 and 5	47	44	25	34	33
Number of students tested	17	16	20	29	18
2. Black					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	73	90	78	89	79
% "Exceeding" State Standards Levels 4 and 5	40	33	30	28	37
Number of students tested	15	21	23	18	19
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (E) Grade 5 Test Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year 2002-2007 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 Levels 3 and Above	97	92	94	96	84
% "Exceeding" State Standards Levels 4 and 5	71	54	53	67	44
Number of students tested	69	71	70	70	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard Level 3 and Above	100	82	85	87	76
% "Exceeding" State Standards Levels 4 and 5	64	36	40	40	38
Number of students tested	14	22	20	15	21
2. Black					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	100	78	94	94	68
% "Exceeding" State Standards Levels 4 and 5	68	34	30	41	24
Number of students tested	22	23	17	17	25
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

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

Edition/Publication Year 2002-2007 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 Levels 3 and Above	89	82	87	69	88
% "Exceeding" State Standards Levels 4 and 5	56	42	39	30	34
Number of students tested	90	71	71	72	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	82	74	93	67	86
% "Exceeding" State Standards Levels 4 and 5	41	31	34	21	30
Number of students tested	22	19	15	24	27
2. Black					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	80	68	90	42	69
% "Exceeding" State Standards Levels 4 and 5	40	26	29	17	14
Number of students tested	20	19	21	24	22
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 4 Test Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year 2002-2007 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 Levels 3 and Above	84	85	76	71	71
% "Exceeding" State Standards Levels 4 and 5	44	33	36	30	39
Number of students tested	70	71	70	72	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunsh					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	82	88	60	62	61
% "Exceeding" State Standards Levels 4 and 5	36	19	15	3	39
Number of students tested	17	16	20	29	18
2. Black					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	73	81	48	50	53
% "Exceeding" State Standards Levels 4 and 5	27	14	17	0	16
Number of students tested	15	21	23	18	19
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math Grade 5 Test Florida Comprehensive Assessment Test (FCAT)

Edition/Publication Year 2002-2007 Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	Maech	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Levels 3 and Above	91	75	87	91	76
% "Exceeding" State Standards Levels 4 and 5	57	51	51	58	44
Number of students tested	69	69	70	70	72
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	93	64	80	94	67
% "Exceeding" State Standards Levels 4 and 5	43	36	35	47	38
Number of students tested	14	22	20	15	21
2. Black					
% "Meeting" plus % "Exceeding" State Standard Levels 3 and Above	95	48	82	82	68
% "Exceeding" State Standards Levels 4 and 5	45	29	24	36	28
Number of students tested	22	21	17	17	25
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					