

**2005-2006 No Child Left Behind - Blue Ribbon Schools Program**  
***U.S. Department of Education***

Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

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

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

School Mailing Address 15261 SW 150<sup>th</sup> Street  
(If address is P.O. Box, also include street address)

Indiantown Florida 34956-3300  
City State Zip Code+4 (9 digits total)

County Martin State School Code Number\* 043 0131

Telephone (772) 597-2551 Fax (772) 597-2119

Website/URL [www.wes.sbmc.org](http://www.wes.sbmc.org) E-mail [francel@martin.k12.fl.us](mailto:francel@martin.k12.fl.us)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. Sara Wilcox  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Martin County Tel. (772) 219-1200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Lorie Shekailo  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the 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

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All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      11 Elementary schools  
                                                           4 Middle schools  
                                                           0 Junior high schools  
                                                           3 High schools  
                                                           5 Other  
  
                                                           23 TOTAL
2. District Per Pupil Expenditure:      \$5950  
  
     Average State Per Pupil Expenditure: \$6100

### SCHOOL

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 area  
 Suburban  
 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
PreK				7			
K	66	70	136	8			
1	69	69	138	9			
2	65	60	125	10			
3	62	43	105	11			
4	53	49	102	12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>606</b>

6. Racial/ethnic composition of the students in the school:
- |             |                                |
|-------------|--------------------------------|
| <u>4%</u>   | White                          |
| <u>19%</u>  | Black or African American      |
| <u>76%</u>  | Hispanic or Latino             |
| <u>1%</u>   | Asian/Pacific Islander         |
| <u>0%</u>   | American Indian/Alaskan Native |
| <u>100%</u> | <b>Total</b>                   |

7. Student turnover, or mobility rate, during the past year: 18%

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	57
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	54
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	111
<b>(4)</b>	Total number of students in the school as of October 1	606
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.183
<b>(6)</b>	Amount in row (5) multiplied by 100	18.3

8. Limited English Proficient students in the school: 63 %  
379 Total Number Limited English Proficient

Number of languages represented: 6

Specify languages: Spanish, Kanjoval, Mam, Cambodian, Haitian-Creole

9. Students eligible for free/reduced-priced meals: 97 %

Total number students who qualify: 588

10. Students receiving special education services: 16 %  
100 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>    </u> Autism	<u>  1  </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 22 </u> Specific Learning Disability
<u>  1 </u> Emotional Disturbance	<u> 63 </u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u> 11 </u> Mental Retardation	<u>  1 </u> Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	

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

**Number of Staff**

	<b>Full-time</b>	<b>Part-Time</b>
Administrator(s)	2	_____
Classroom teachers	37	_____
Special resource teachers/specialists	14	7
Paraprofessionals	12	1
Support staff	6	2
Total number	71	10

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17

13. Show the attendance patterns of teachers and students as a percentage. 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.)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	97%	97%	97%	97%	97%
Teacher turnover rate	8%	15%	6%	8%	14%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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Our vision at **Warfield Elementary School** is to reach for the STARS by: **Striving** for success, **Thriving** on teamwork, **Acting** responsibly, **Reaching** academic excellence, and **Showcasing** cultural diversity. Warfield serves Kindergarten through fourth grade in Indiantown, Florida, a rural agricultural community in western Martin County. Warfield serves an exceptionally high need population with 98% of the students qualifying for free and reduced lunch and 65% of the students learning English as a second language (ESOL). Warfield is a Title I Schoolwide Project school with on campus participation from the Migrant Program, Title III, 21<sup>st</sup> CCLC, and various community organizations. The Warfield staff is committed to all students reaching their fullest potential. We have steadily increased the number of students demonstrating proficiency in reading, math and writing as defined by Florida's A+ Accountability plan. We have also consistently met the AYP requirements for NCLB in all subgroups.

A variety of practices, strategies and programs have been implemented to address the academic needs of Warfield's students. They include:

- The Continuous Improvement Model (CIM) for instruction has been implemented school wide. Data disaggregation and analysis drive all instruction.
- Instructional calendars for reading, math, and writing are developed yearly for each grade level. The calendar includes all Sunshine State Standards (SSS) being taught and assessments are built in to monitor student progress.
- Large group instruction is based on the instructional calendars. Flexible small group instruction is based on students' needs that are made apparent through progress monitoring.
- Harry Wong's The First Day of School provides the framework for effective classroom management. Procedures and routines are the basis for effective student management.
- Students receive recognition through individual class incentive programs and school wide recognitions for scholastic achievement, scholastic improvement, and personal development.
- Five field trips per year are provided to all Kindergarten-2<sup>nd</sup> grade students through a grant from the Mary and Robert Pew Public Education Fund. These field trips build background knowledge and experiences that increase English vocabulary for our youngest students.
- Afternoon tutorial is offered to our lowest performing students. Afternoon enrichment programs are also offered in reading and drama.
- Warfield is a participant in the Martin County 21<sup>st</sup> Century Community Learning Centers Grant which enables all students to attend summer school resulting in students maintaining learned skills. The summer program orients kindergarten students with our campus prior to beginning school.
- Parent involvement includes monthly bilingual newsletters which include suggested activities for reinforcing learning at home. Family Nights are scheduled to provide families with materials and strategies to use with their children at home. Our families value the education that their children are receiving at Warfield and we work hard to make parent partners in their child's education. Some of the staff is bilingual and others are enrolled in Spanish classes to facilitate parent communication.
- Staff development is planned based on the data analysis of student needs as well as staff surveys. We hire consultants and build capacity by using our own experts to provide staff development. Professional study groups are planned based on staff members' Instructional Professional Development Plans.
- Our community supports the learning of all children through the Indiantown Education Coalition by offering mini-grants to classroom teachers, encouraging local businesses to adopt classes and providing monies for staff recognition.

Warfield provides an extraordinary learning environment for all children due to the commitment of our students, staff, families, and community. We are proud of Warfield's significant academic accomplishments which are a result of all stakeholders working toward the same goals for all children.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

All public schools in the state of Florida administer the Florida Comprehensive Assessment Test (FCAT) in the spring of each school year. FCAT includes a criterion referenced assessment which is used to determine mastery of the state curriculum standards (Florida Sunshine State Standards SSS) and a Norm-Referenced assessment which is a version of the Stanford 10. There are five performance levels on the criterion referenced piece of FCAT. Level 1 is non-proficient for grade level standards, Level 2 is basic – some mastery of grade level standards but not enough to demonstrate grade level proficiency, Level 3 – demonstrates grade level standards proficiency, Level 4 and 5 – demonstrated more than grade level standards proficiency. The norm referenced results include percentile rankings and stanines. More information regarding FCAT is available on the state website <http://www.fldoe.org>.

The school receives individual student data as well as disaggregated information about subgroups within the school. Subgroups reported for Warfield Elementary include economically disadvantaged, African American, Hispanic, English Language Learners and Exceptional Education Learners. The state of Florida's A+ Accountability Plan issues grades to schools based on points earned through calculation of the criterion-referenced FCAT results. Warfield has gone from a D school in 2001-2002 to an A school in 2004-2005. All subgroups at Warfield have demonstrated increases in the number of students proficient in both reading and mathematics over the last 5 year period. As a result of these extraordinary increases in proficiency, Warfield has met criteria for AYP in all subgroups as set by the state of Florida for No Child Left Behind.

#### **Reading Highlights:**

The proficiency percentage in 4<sup>th</sup> grade reading has gone from 31% proficient in 2001-2002 to 66% proficient in 2004-2005. During the past five years, the African-American students have demonstrated a 32% increase in the number of proficient readers, Hispanic students have demonstrated a 39% increase in the number of proficient readers, and economically disadvantaged students demonstrated a 43% increase in the number of proficient readers.

#### **Math Highlights:**

The proficiency percentage in 4<sup>th</sup> grade mathematics has gone from 32% proficient in 2001-2002 to 75% proficient in 2004-2005. During the past five years, the African-American students have demonstrated a 52% increase in the number proficient in mathematics, Hispanic students have demonstrated a 46% increase in the number proficient in mathematics, and economically disadvantaged students have demonstrated a 42% increase in the number proficient in mathematics.

The assessment results at Warfield have changed dramatically due to specific instructional changes which have taken place over the course of the last five years. Warfield's demographics including 97% economically disadvantaged and 63% limited English proficiency make the educational challenges clear. The assessment data verifies that the staff at Warfield is closing the achievement gap for all students.

### **2. Using Assessment Results:**

The FCAT student data is used to evaluate instructional effectiveness. The data is disaggregated by grade level as well as individual instructors. The data is used to determine strengths and weaknesses within the curriculum. Instructional calendars are developed yearly for each grade level in reading, writing and mathematics. The data results are used to determine the length of instructional time devoted to each standard. Additional assessments are built into the calendar to provide progress monitoring of standards taught. Using data to build instructional plans guarantees the alignment of state standards, instruction and assessment.

As the progress monitoring assessments are given, teachers complete an item analysis of each assessment to determine individual student success with standards as well as class success with each standard. This data analysis technique provides teachers with valuable information. Some standards may require reteaching to the entire class while others only require reteaching to a small group of students. Data analysis of progress monitoring assessments makes instruction more efficient and effective. When students are behind academically, it is critical to maximize every instructional opportunity for each student.

Using data-driven instructional decisions is the key to Warfield's progress. Teachers at Warfield have learned the value of data-driven instruction and the students continue to make progress each year.

### **3. Communicating Assessment Results:**

Teachers conduct conferences with students and parents to share progress monitoring data as well as FCAT data. The purpose of the progress monitoring conferences is to set academic goals for each student in the areas of reading, writing and mathematics. It is extremely valuable for students to understand the next step in their learning. Parent/Teacher conferences are held six times a year to discuss students' progress. Teachers are also available to meet with parents as needed between the scheduled conference dates.

State assessment data on individual students is sent home to parents with the final report card. The report sent to parents includes an explanation of FCAT and a graph which illustrates their child's performance compared to all students in that child's grade in the state of Florida. Parents have a clear way to determine if their child is performing below average, average or above average when compared to his/her peer group.

The school data is shared with the entire faculty as soon as it is reported to the school. The data is always compared to the school's performance for the last five years. This analysis is a starting point in setting goals for the School Improvement Plan for the following school year. The data shared with the staff is also shared with the School Advisory Council (SAC). SAC is comprised of parents, community members, school administration and staff representatives.

Prior to the current year's administration of FCAT, each student who have previously taken the state assessment conferences with the principal. The conferences are held so students understand the purpose of the FCAT assessment as well as their personal FCAT performance from the previous year. Students need to understand that the purpose of the FCAT assessment is to determine how much of the grade level material they have mastered.

The local newspapers provide in-depth coverage of FCAT results to the community. The articles include charts with data from the current as well as previous year. The State of Florida posts all FCAT results on the state website. The school administration has spoken at Town Meetings and Chamber of Commerce meetings to share with residents and business members of the community the assessment results.

### **4. Sharing Success:**

In December of 2005, Warfield was recognized as a Distinguished Title I school for the state of Florida. Both administrators from the school sat on a panel at the Florida K-12 Continuous Improvement Conference in Orlando, Florida. The principal also had an opportunity to share Warfield's key strategies at the summer Reading First Administrator's Conference in July 2005. As a result of these sessions, several schools have contacted Warfield and made site visits. Warfield's staff is always willing to share our experiences and practices with other schools that result in frequent site visits. The feedback from these site visits has been extremely positive and has provided us with additional information regarding our academic implementation. Everyone learns.



The Principal and Assistant Principal meet monthly with other district administrators and exchange information. Staff members serve on district committees that provide additional opportunities to share effective strategies and practices. Frequent meetings with staff allows for communication between grade levels and opportunities to share successes.

The State of Florida has a website for schools that have demonstrated continuous improvement; Warfield Elementary has submitted an entry to the state website for other schools to access.

Students from Florida Atlantic University are assigned to Warfield to enable them to complete field experience and other student intern responsibilities. Warfield and Florida Atlantic University also have received a grant for the Pew Foundation to create a Literacy Resource Center. The purpose of the center is to share best practices in literacy instruction with students, staff, and parents as well as make leveled text available for small group instruction in all classrooms.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

Florida's Sunshine State Standards provide the curriculum framework for all Florida schools. There are standards for each curriculum area and specific grade level expectations for each standard. At Warfield, the grade level expectations (GLE's) provide the road map for each grade level. Teachers at each grade level carefully examine their GLE's and using best practices plan strategies that address them.

Several years ago, Martin County adopted the Continuous Improvement Model (CIM) from Brazosport Independent School District located in Texas, as a template for learning. The Continuous Improvement Model involves using data based decision making to create instructional calendars that drive instruction. The instructional calendars developed at Warfield provide the scope and sequence for instruction in reading, mathematics and language arts. Students are taught appropriate grade level expectations and are assessed on those expectations. Teachers use the analysis of those assessments to create groups for targeted small group instruction and make decisions about the necessity to reteach concepts to the entire class. Often concepts have not been missed by the entire class but by a particular group of students. When teachers observe students struggling, they provide scaffolded instruction to build student understanding and success in the mastering of state standards. Data driven instruction is necessary if students are to accelerate their rate of learning. With Warfield's challenging population, we cannot afford to waste time teaching students what they already know nor can we waste time teaching them what they are not ready to learn.

All students are provided a minimum of 90 minutes of uninterrupted reading instruction daily. The instructional period includes time for whole group instruction as well as small group differentiated instruction. A print-rich environment that facilitates learning is created through the use of extensive classroom libraries, word walls, and classroom displays of current student work. Our reading program focuses on the five basic areas of reading instruction: phonological awareness, phonics, vocabulary, fluency and comprehension. The Accelerated Reader program is used to motivate students to read independently. The remainder of the language arts standards are taught explicitly through the writing process. Students are taught planning/prewriting, writing, revising, and editing skills at each grade level. A rubric is used at each grade level to track student progress. Published writing become samples that are kept in each student's portfolio to document progress in written communication.

Math standards are always taught using manipulatives to create visual representations of math concepts. It is critical that students progress from a concrete level of understanding to an abstract level of understanding. Using higher order thinking skills to solve problems mathematically is an integral part of the mathematics curriculum. Teachers make math meaningful by providing students with problems and

examples that demonstrate applications in everyday life.

The real world application of skills is also stressed in the areas of Social Studies and Science. The Social Studies curriculum covers a wide variety of themes including local communities, ancient civilizations, and Florida history. A different theme is a component of each grade level's expectations. The key concepts taught at all grade levels include history, geography, civics and government, and economics. The Science curriculum includes studies on the nature of matter energy, force and motion, processes that shape the earth, earth and space, and processes of life. Each grade level has specific expectations for each specialty area and the emphasis is on hands-on learning. Warfield addresses these GLE's with an integrated curriculum that includes using supplemental materials such as National Geographic, Newbridge, and Rigby Science for reading and language arts. To ensure that students are receiving the appropriate instruction in science, Warfield has developed two Science lab classrooms where students are introduced to key concepts through discovery, observation and experimentation with an emphasis on the real-life application of science concepts. Students are required to keep response logs to document their findings and encouraged to develop questions for further inquiry-based study.

The Related Arts curriculum consists of Art, Music and Physical Education. Through art class all students have the opportunity to discover a world of various art mediums. Student work is displayed throughout the school as well as at local art festivals. The Music curriculum includes both vocal and instrumental music that results in all students performing in a musical presentation each year. Emphasis is placed on the expression through music in addition to the appreciation of music. The Physical Education program provides students with a framework for making exercise a part of their life. The activities also reinforce the importance of teamwork and cooperation. The Related Arts curriculum enriches the educational experience of all students at Warfield.

## **2. Reading**

In 1999, Warfield adopted the Literacy First Process, a research-based, systematic, systemic and comprehensive reform process that accelerates reading achievement of ALL students. Literacy First was the staff's first introduction to data-base decision making for instructional planning purposes using a continuum of skills for phonological awareness, phonics and spelling that is explicit and targeted to meet students' needs based on assessment data. Teachers were provided with intensive staff development, a reading consultant to model lessons, and an on-site reading coach to help disaggregate data and provide instructional support. Small group differentiated reading instruction is used in all classrooms to enable students to practice comprehension strategies at the appropriate reading level and facilitate students becoming more fluent readers. Several supplemental programs have been implemented to meet the needs of our high economically disadvantaged population. Kindergarten and first grade classes use the Waterford Reading Early Intervention Program. All second, third and fourth grade classes use the computer-based QuickReads program to supplement fluency and comprehension instruction. Through data analysis, vocabulary has been identified as an area of extreme weakness for our school population and as a result Warfield has implemented Isabel Beck's Elements of Reading: Vocabulary in all kindergarten through third grade classes. Our students with disabilities and students with significant reading problems are using Fast ForWord, which utilizes methods that are based firmly in scientifically validated findings from neuroscience and neuro-psychology. The Fast ForWord program helps children with language and reading problems make, on average, 1 to 2 year gains in language skills in only 4 to 8 weeks of training.

All strategies, skill continuums, and supplemental programs are research based and recommended by the Florida Center of Reading Research (FCRR). In addition to the instructional piece of the reading curriculum, we have a school wide independent practice component. The media specialist organizes monthly incentives to motivate all students to become independent, lifelong readers. A student's effort in becoming a lifelong reader results in being recognized with their name and photo on the Reading Wall of Fame located in the front hallway making their successes highly visible for both peers and parents.

### **3. Mathematics**

Warfield's mathematics curriculum is derived from the Florida Sunshine State Standards and includes benchmarks covering five strands of instruction: number sense, measurement, geometry, algebraic thinking, and data analysis/probability. These standards identify content and skills expected at each level.

The mission statement for Warfield Elementary includes "providing successful experiences for all students." To realize this goal, an instructional calendar has been developed for each grade level that incorporates the content and skills for each grade level with suggested activities to facilitate student understanding of content, and problem solving strategies to assist students in advancing their critical thinking abilities. As strands are taught, the students are assessed and an item analysis of the results is completed. Teachers can identify those students that require remediation of specific concepts as well as those that are ready for enrichment. Students are grouped and provided appropriate differentiated instruction in small groups. These calendars and activities are developed by the classroom teachers with the assistance of an in-house mathematics resource teacher who is available to model lessons and research additional activities to facilitate the mastery of the benchmarks.

Students performing in the lowest quartile on standardized tests receive additional remediation through the HOSTS, a program that is designed to support teachers and classroom instruction by matching students with mentors. Students entering a HOSTS mentoring center are evaluated by a certified teacher to determine instructional levels and learning objectives. Instruction and learning are regularly monitored and appropriate adjustments are made on a regular basis in order to accelerate learning and measure student progress. The HOSTS program is another example of using data to drive instruction.

### **4. Instructional Methods:**

The Continuous Improvement Model (CIM) includes a continuous teaching cycle that includes the following eight steps: 1) disaggregate test data, 2) develop an instructional timeline, 3) deliver the instructional focus, 4) administer frequent assessments, 5) re-teach non-mastered concepts, 6) provide enrichment opportunities for mastery students, 7) reinforce learning through maintenance, and 8) monitor progress. This teaching cycle provides the basic framework for Warfield's data-driven approach to assessment. Teachers have received staff development in best practices that include effective instructional strategies for economically disadvantaged and limited English proficient learners, primarily, Robert Marzano's research-based nine high yield strategies for increasing student achievement.

Teachers use graphic organizers, mind maps, and concept maps as a pictorial or graphical way to organize information for creating a foundation for learning and enhancing their understanding of the content. Teachers constantly model the meta-cognitive processes which occur when learning is taking place. All of these research-based strategies support and clarify learning for ALL students at Warfield.

### **5. Professional Development**

Each year Warfield teachers develop an Individual Professional Development Plan (IPDP). The IPDP requires teachers to look at the performance of students in their class, identify areas of weakness, and target areas for professional growth. Goals are set for students and professional development activities are chosen that support those student achievement goals. IPDP information is compiled and a school wide professional development plan is developed that provides teachers with professional development opportunities in a variety of formats. At the present time, there are ten professional study groups organized on campus. Members of each group have the same self-selected professional development goals and cross grade levels and specialty areas. Each professional study group are provided with resources that address their common need and meet for a total of 16 hours on campus with an additional 10 hours of outside assignments. By directing their own professional development and supporting the professional development of colleagues, motivation is elevated. The principal and assistant principal visit each group during the on-campus sessions to offer additional support and participate in the discussions. In addition to

the study groups, Warfield teachers are engaged in action research projects in which they are implementing new strategies to teach specific concepts.

Professional development needs are also met by offering specific workshops that address individual needs. For example, due to our high limited English population, all teachers were provided with three days of training entitled "Leaving No English Language Learner Behind" during the summer of 2003. Whenever possible we utilize the "train the trainer" method for delivery of professional development to build capacity. By having trainers on campus for school wide initiatives, we are able to support new staff that has not had the benefit of previously delivered staff development. The Warfield staff has had the benefit of extensive staff development and they work diligently to share their expertise and mentor new staff members. They receive on-going professional development in a variety of areas including reading, writing, mathematics, differentiated instruction, and data analysis. These staff development services are delivered biweekly during grade level curriculum planning sessions as well as during monthly school wide workshops. Warfield's administration and staff believe that our school is a place where not only our students but also our teachers can grow to the maximum of their possibilities.

## PART VII - ASSESSMENT RESULTS

Subject Reading Grade(s) 3 and 4 Test Florida Comprehensive Assessment Test (FCAT)  
Edition/Publication Year \_\_\_\_\_ Publisher CTB/McGraw-Hill

<b>Grade 3 Reading</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing month	March	March	March	March
<b>SCHOOL SCORES</b>				
% at or above basic	81	78	70	74
% at or above proficient	66	63	46	51
% at or above advanced	14	17	9	7
Number of students tested	96	123	123	107
Percent of total students tested	100	100	100	100
Number of students alternately assessed	4	7	10	6
Percent of students alternately assessed	4	6	8	5
<b>SUBGROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% at or above basic	81	78	71	75
% at or above proficient	65	63	46	51
% at or above advanced	12	17	8	7
Number of students tested	91	123	121	105
<b>2. Black</b>				
% at or above basic	86	79	60	68
% at or above proficient	50	63	36	36
% at or above advanced	0	21	12	4
Number of students tested	14	19	25	28
<b>3. Hispanic</b>				
% at or above basic	79	76	71	79
% at or above proficient	66	60	45	57
% at or above advanced	13	14	5	9
Number of students tested	76	95	88	65
<b>4. Limited English Proficient</b>				
% at or above basic	73	70	71	NR*
% at or above proficient	56	50	47	NR
% at or above advanced	8	8	2	NR
Number of students tested	59	71	62	NR
<b>4. Students With Disabilities</b>				
% at or above basic	58	46	46	33
% at or above proficient	35	23	32	20
% at or above advanced	4	0	0	0
Number of students tested	26	22	19	15
<b>STATE SCORES</b>				
% at or above basic	80	78	77	73
% at or above proficient	67	65	62	60
% at or above advanced	34	32	30	28
Number of students tested	202976	206435	188414	188387
NR* not reported by the state to district				

<b>Grade 4 Reading</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing month	March	March	March	March
<b>SCHOOL SCORES</b>				
% at or above basic	82	81	64	56
% at or above proficient	66	56	41	31
% at or above advanced	14	6	15	12
Number of students tested	99	107	123	109
Percent of total students tested	100	100	100	100
Number of students alternately assessed	3	4	7	6
Percent of students alternately assessed	3	4	6	5
<b>SUBGROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% at or above basic	81	82	65	58
% at or above proficient	65	56	41	32
% at or above advanced	12	6	15	12
Number of students tested	91	101	113	101
<b>2. Black</b>				
% at or above basic	86	73	62	56
% at or above proficient	50	55	34	28
% at or above advanced	0	5	3	16
Number of students tested	14	22	32	25
<b>3. Hispanic</b>				
% at or above basic	79	83	65	53
% at or above proficient	66	54	42	27
% at or above advanced	13	5	21	5
Number of students tested	76	76	73	68
<b>4. Limited English Proficient</b>				
% at or above basic	78	77	41	NR*
% at or above proficient	63	46	15	NR
% at or above advanced	18	2	6	NR
Number of students tested	67	48	32	NR
<b>5. Students With Disabilities</b>				
% at or above basic	70	68	37	37
% at or above proficient	50	16	11	20
% at or above advanced	3	0	0	13
Number of students tested	30	19	19	15
<b>STATE SCORES</b>				
% at or above basic	80	83	75	70
% at or above proficient	67	69	60	55
% at or above advanced	34	34	29	27
Number of students tested	195680	176148	193391	192117
NR* not reported by the state to district				

Subject Math Grade(s) 3 and 4 Test Florida Comprehensive Assessment Test (FCAT)  
Edition/Publication Year \_\_\_\_\_ Publisher CTB/McGraw-Hill

<b>Grade 3 Math</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing month	March	March	March	March
<b>SCHOOL SCORES</b>				
% at or above basic	92	91	92	87
% at or above proficient	75	75	58	54
% at or above advanced	31	21	12	9
Number of students tested	96	124	123	108
Percent of total students tested	100	100	100	100
Number of students alternately assessed	4	7	10	6
Percent of students alternately assessed	4	6	8	5
<b>SUBGROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% at or above basic	93	93	93	88
% at or above proficient	75	75	57	54
% at or above advanced	31	21	12	9
Number of students tested	91	124	121	106
<b>2. Black</b>				
% at or above basic	93	90	92	89
% at or above proficient	72	58	52	50
% at or above advanced	29	21	4	11
Number of students tested	14	19	25	28
<b>3. Hispanic</b>				
% at or above basic	93	93	90	91
% at or above proficient	77	77	54	58
% at or above advanced	32	18	10	8
Number of students tested	76	96	88	66
<b>4. Limited English Proficient</b>				
% at or above basic	90	90	90	NR*
% at or above proficient	69	75	52	NR
% at or above advanced	36	13	10	NR
Number of students tested	59	72	62	NR
<b>5. Students With Disabilities</b>				
% at or above basic	81	91	79	67
% at or above proficient	54	78	37	33
% at or above advanced	23	23	5	0
Number of students tested	26	22	19	15
<b>STATE SCORES</b>				
% at or above basic	85	83	81	79
% at or above proficient	68	64	63	59
% at or above advanced	34	30	29	25
Number of students tested	203038	206534	188595	188606
NR* not reported by the state to district				

<b>Grade 4 Math</b>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>	<b>2001-2002</b>
Testing month	March	March	March	March
<b>SCHOOL SCORES</b>				
% at or above basic	92	88	79	69
% at or above proficient	75	59	50	31
% at or above advanced	31	16	9	11
Number of students tested	99	107	123	109
Percent of total students tested	100	100	100	100
Number of students alternately assessed	3	4	7	6
Percent of students alternately assessed	3	4	6	5
<b>SUBGROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% at or above basic	93	89	80	70
% at or above proficient	75	60	50	33
% at or above advanced	31	16	9	11
Number of students tested	91	101	114	102
<b>2. Black</b>				
% at or above basic	93	90	81	48
% at or above proficient	72	54	47	20
% at or above advanced	29	9	6	8
Number of students tested	14	22	32	25
<b>3. Hispanic</b>				
% at or above basic	93	84	78	74
% at or above proficient	77	58	52	31
% at or above advanced	32	15	10	8
Number of students tested	76	76	73	69
<b>4. Limited English Proficient</b>				
% at or above basic	91	90	59	NR*
% at or above proficient	76	76	28	NR
% at or above advanced	12	13	0	NR
Number of students tested	68	48	32	NR
<b>5. Students With Disabilities</b>				
% at or above basic	97	91	53	50
% at or above proficient	73	78	26	19
% at or above advanced	10	23	0	0
Number of students tested	30	19	19	16
<b>STATE SCORES</b>				
% at or above basic	85	84	77	74
% at or above proficient	68	63	54	51
% at or above advanced	34	26	20	19
Number of students tested	195868	176316	193503	192394
NR* not reported by the state to district				

The Brigance Inventory of Basic Skills is used for alternative assessment for ESE students. It is designed for students whose achievement level is between kindergarten and 6th grade level. It provides a systematic performance record for diagnosis and evaluation. The areas assessed include readiness skills, speech, word recognition, oral reading, reading comprehension, word analysis, vocabulary, handwriting, grammar, mechanics, spelling, reference skills, numbers, operations, measurement (time, money, calendar, linear, liquid, weight), and geometry.