

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

Official School Name Windy Ridge School
(As it should appear in the official records)

School Mailing Address 3900 Beech Tree Drive
(If address is P.O. Box, also include street address)

Orlando Florida 32836-2525
City State Zip Code+4 (9 digits total)

County Orange State School Code Number*1061
 Telephone (407) 296-5100 Fax (407) 296-5107

Website/URL http://www.windy.ocps.net E-mail mailto:conceps@ocps.net

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

District Name Orange County Public Schools Tel. (407) 317-3200

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. Karen Ardaman
(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

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

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 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

All data are the most recent year available.

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

1. Number of schools in the district: 111 Elementary schools
 29 Middle schools
 0 Junior high schools
 17 High schools
 4 Other
- 161 TOTAL
2. District Per Pupil Expenditure: \$6307
- Average State Per Pupil Expenditure: \$6001

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 area
 - Suburban
 - Small city or town in a rural area
 - Rural
4. 1 Number of years the principal has been in her/his position at this school.
- 7 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	2	6	8	7	53	60	113
K	63	58	121	8	67	55	122
1	78	70	148	9			
2	68	70	138	10			
3	73	45	118	11			
4	67	58	125	12			
5	67	68	135				
6	58	48	104				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1132

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>54</u> | % White |
| <u>18</u> | % Black or African American |
| <u>15</u> | % Hispanic or Latino |
| <u>10</u> | % Asian/Pacific Islander |
| <u>3</u> | % American Indian/Alaskan Native |
| 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: 11 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	88
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	55
(3)	Total of all transferred students [sum of rows (1) and (2)]	133
(4)	Total number of students in the school as of October 1	1130
(5)	Total transferred students in row (3) divided by total students in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 9 %
124 Total Number Limited English Proficient
 Number of languages represented: 20
 Specify languages: Spanish, Portuguese, French, Chinese, Arabic, Tamil, Thai, Hindi, Gujarati, Haitian Creole, Japanese, Vietnamese, Bengali, Indonesian, Hebrew, Croatian, Penobscot, Urdu, Tagalong, Other

9. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 212

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: 17 %
17 % 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>0</u> Autism | <u>18</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>23</u> Other Health Impaired |
| <u>8</u> Deaf-Blindness | <u>57</u> Specific Learning Disability |
| <u>11</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>4</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>36</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>33</u> Multiple Disabilities | |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>3</u>	_____
Classroom teachers	<u>86</u>	_____
Special resource teachers/specialists	<u>7</u>	_____
Paraprofessionals	<u>30</u>	_____
Support staff	<u>18</u>	_____
Total number	<u>144</u>	_____

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 13.4

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.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	93 %	92 %	91 %	89 %	89 %
Daily teacher attendance	92 %	91 %	90 %	93 %	93 %
Teacher turnover rate	15 %	10 %	9 %	12 %	13 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

Windy Ridge School was established in 1990 and is located in southwest Orange County in Orlando, Florida. Situated between the two subdivisions of Willow Wood and Cypress Landing, the school received approval in 1997 to add sixth, seventh, and eighth grades in a magnet program which provides a continuum of educational opportunities for students in the West Learning Community. Windy Ridge is one of three K-8 schools in a district of 155 schools. Our school district is the fifth largest in Florida and the twelfth largest in the nation. Windy Ridge has a diverse school population of approximately 1132 students in grades Pre-K through Eighth, consisting of approximately 62% white, 23% black, and 15% other minorities. One hundred twenty-four of our students are acquiring English as a second language and represent nineteen different language backgrounds.

Our staff members total 144 in the area of instruction and support personnel. Six of our teachers are National Board Certified. Many teachers have or are working on advanced degrees and regularly participate in off-site, as well as job-embedded staff development activities, including action research projects and peer coaching. Windy Ridge is an Exceptional Student Education Center for 22 area schools, with 37.8% of our students in exceptional education programs that include AAIM (highly gifted), Physically Impaired, Trainable Mentally Handicapped, Emotionally Handicapped, and Specific Learning Disabilities. Twenty-eight percent of Windy Ridge students qualify for free or reduced lunch. The school has a very active PTA, and thousands of ADDitions (volunteer) hours are accumulated each year earning them local and national recognition.

We believe strongly in the home school partnership and invite parents to school regularly to share information and celebrate successes. Parents attend parent/teacher conferences and family curriculum nights. We also have a community outreach program to accommodate parents of students who do not live close to school. Parents are provided reading and math strategies along with materials and supplies to support the learning process at home.

In order to meet the many and diverse needs of our student population, the highly qualified Windy Ridge faculty and staff have committed to the ideas, methods, and philosophies of cooperative learning, differentiated and integrated curriculum. We further believe that we will achieve our goals through teamwork. Teams of teachers and other staff members work together in the spirit of problem-solving and continuous improvement. To promote success, it is critical for children to work together academically and socially, helping each other set and meet goals. Our High Flyers (goal setting and attaining) and K.A.R.E. (Keeping a Respectful Environment which includes anti-bullying) programs provide for a school wide focus on high expectations for behavior and academics. Extracurricular activities include Student Government, Band, Strings, Yearbook, Drama and Chorus. Working together helps everyone, adults as well as students, to develop self-respect and concern for others.

A cooperative school depends on the total environment for students to develop the necessary skills for becoming valuable members of society. Windy Ridge School works towards meeting the challenge of every child achieving by holding monthly data meetings to discuss student academic and social needs. Needs are identified, resources allocated and a plan is put into affect. Plans for improvement include frequent assessment of student learning, analysis of data, adjusting teaching strategies and providing interventions. Interventions include tutoring, computer programs to strengthen reading and math skills, student assistants and a peer mentoring program called Accountability Partners.

The vision of the Windy Ridge School learning community is to create and maintain a cooperative, positive, educational environment that will provide our students with the skills they need for success in our society today and tomorrow. As teachers, parents, and community members, we will encourage Windy Ridge students to develop their talents and nurture their character so they may become proud, productive citizens of our state, our country, and our world.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Florida Comprehensive Assessment Test (FCAT) measures student progress of the Sunshine State Standards in the areas of reading (3rd-8th grade), math (3rd-8th grade), writing (4th & 8th grade) and science (5th & 8th). At Windy Ridge School, test results show that 92% of our students are reading at or above grade level as demonstrated by scoring a level three or higher on a scale of 1-5. A student scoring at achievement level 5 means that the student answered most of the questions correctly including the most challenging questions. A student scoring at level 4 answers most of the test questions correctly but may have only some success with questions that reflect the most challenging content. Students scoring at level 3 answer many of the test questions correctly but are generally less successful with questions that are most challenging. Level 2 indicates that the student has limited success with the challenging content of the Sunshine State Standards.

Windy Ridge School has met the Federal 30 point criteria under the No Child Left Behind Adequate Yearly Progress legislation. Subgroups include Second Language Learners, Exceptional Education students, minority students and economically disadvantaged students. Each of these groups showed significant learning gains as measured by the FCAT.

These results earned our school a total of 514 points on the state of Florida's school grading criteria where 410 points or more earns the school a grade of A. Schools earn one point for each percent of students who score in achievement levels of 3, 4 or 5 in reading and one point for each percent of students who score 3, 4 or 5 in math. One point is earned for each percent of students scoring 3.5 or above in writing. The writing exam is scored by at least two readers on a scale of 1-6 (1 being the lowest score). Schools earn one point for each percent of students who make learning gains in reading and one point for each percent of students who make learning gains in math. Students can demonstrate learning gains in any one of three categories;

1. Improve achievement levels from 1-2, 2-3, 3-4, or 4-5.
2. Maintain within the relatively high levels of 3, 4 or 5.
3. Demonstrate more than one year's growth within achievement levels 1 or 2 (does not include retained students).

Special attention is given to the reading gains of students in the lowest levels 1, 2 or 3 in each school. Schools earn one point for each percent of the lowest performing readers who make learning gains from the previous year. It takes at least 50% to make "adequate progress" for this group. Meeting the

criteria to receive an “A” also includes testing at least 95% of eligible students. Results, scores, and grades can be obtained at <http://fln.education.net/assessment/assessment.htm> , which is part of the Florida Department of Education website.

2. Using Assessment Results:

At the beginning of each year State Assessment (FCAT) results are perused and analyzed. Teachers and administrators determine successes and areas needing attention. Students in the lower 30% in reading and math are identified. Students who score close to the next level higher or lower are identified. The results of each reading and math curriculum strand are analyzed by grade level group, class group and individual student. Initial or beginning of the year assessments are administered and compared to FCAT results. Students in the lower 30% are tracked monthly with classroom assessments. Students are assessed in the curriculum strand areas and instruction is adjusted as necessary. Benchmark testing results are reviewed and students are placed in strategy or skills groups in order to target areas of need. At grade level team meetings, teachers share successful strategies and interventions that are working. If a particular intervention is not working for all students then they brainstorm new ones. Teachers along with administrators discuss student performance to determine if classroom grade level or school wide interventions are needed. Parent meetings are set up as needed, both to inform parents and gather input regarding the student in order to best meet student needs. Resource personnel are included, such as reading specialist, guidance counselor or other resource teacher. Material or personnel resources are identified. Students may need tutoring or to participate in a particular computer program or be assigned to a different small group. A variety of assessments are used to monitor progress throughout the year and these assessments are considered along with teacher observation to determine next steps for students. Students are encouraged to track their own progress through the use of rubrics, charting or graphing growth and setting goals. We believe that focusing on effective teaching strategies, frequent review of student data and close monitoring of student progress helps us impact student and school performance.

3. Communicating Assessment Results:

Overall school performance is communicated to parents and staff through our School Improvement Plan. The school improvement plan is available for community review. State assessment results from the previous year and goals for the upcoming year are documented. Parents receive a copy of individual student test results.

Our school uses a student planner for home/school communication. Students also have take home folders or binders in which test results, class work or other student progress monitoring tools are shared with parents. Parents are invited to school twice per year to a formal conference with the teacher. At this time the report card is discussed, grade level expectations are communicated and student progress is reviewed. Parents are encouraged to communicate with teachers frequently and additional conferences can be set up at any time. Report cards are provided four times per year and progress reports are provided at the mid-point of each report card period.

School staff holds informational meetings regarding assessments administered at the school throughout the year. The purpose is for parents to understand the expectations for performance as well as how to interpret the results. Informational brochures are distributed. Parents are invited to view student portfolios, attend drama and musical performances and view student artwork. Chorus and band perform in the community and artwork is displayed in the community. Student achievement is shared with the local newspaper and students are recognized.

Students are encouraged to set goals and monitor their own progress. Teachers assist students in goal setting and monitor their progress. Students are recognized for goal achievement. Students receive timely feedback on assessments and participate in student teacher conferences or peer conferences. Award ceremonies are held four times per year to recognize outstanding accomplishments. Students are recognized in school newsletters, the school website and on morning announcements which is broadcast

via close circuit T.V.

4. Sharing Success:

School data (results of benchmark testing, movement within the lower 30 % of the student population or results of the implementation of a teaching strategy) is shared at monthly principal meetings. At these meetings, specific strategies for student motivation and continued progress are shared and discussed as well as results of specific programs. This forum gives us an opportunity to showcase the positive results we are experiencing. It also allows us to further enhance student achievement.

Teachers attending staff development workshops will share successes with teachers from other schools as they review data gathered from strategy or program implementation. An example of this is two primary teachers attending a workshop to learn a technique to improve student decoding strategies will implement the technique and share results with teachers from other schools. Administration who has participated in Classroom Walk Through training will share data gathered through the Classroom Walk Through process with other administrators.

Windy Ridge has developed a partnership with another school to provide community outreach. Our partner school, Ivey Lane Elementary has a high percentage of economically disadvantaged students. Many of our economically disadvantaged students live close to our partner school. Ivey Lane provides us with a convenient location for our families to attend parent workshops. The school is also allowing our students to attend an after school tutoring program. Our school is providing funds to provide resources for the tutoring program. Our two schools will continue to communicate ideas regarding how each can continue to assist in each other's goals for student achievement.

Our teachers collaborate with teachers from neighboring schools on various curriculum projects and share success stories. As we become more comfortable with peer coaching, we will open ourselves more to peer observations from outside our school as a way to share our successes with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Windy Ridge teachers' knowledge of the state standards and their teamwork when it comes to planning and implementing the curriculum sets the stage for high and consistent expectations.

The curriculum is child-centered and a variety of teaching methods are utilized to encourage active involvement on the part of the students in their own learning. Students are expected to set goals, problem-solve and use critical thinking skills throughout the school day. Great literature and informational texts are woven into all curriculum areas to provide rich learning experiences. A focus on curriculum integration provides students opportunities to see relationships within and between different subjects as well as seeing the relationship between the content of a lesson and the real world. Our math curriculum stresses how we use math in everyday situations and how there are several ways to arrive at the same answer. Students learn math and science concepts through active involvement consisting of hands-on activities which include games, data gathering and testing hypotheses. Students' enthusiasm for peer interaction, as well as their natural curiosity for discovery, inspires our approach to the curriculum. The social studies curriculum incorporates the use of primary sources to stimulate understanding of complex topics.

The Windy Ridge curriculum consists of a balanced literacy program that focuses on the development of phonemic awareness, phonics, fluency, vocabulary and comprehension. Reading is a core subject from kindergarten through eighth grade and reading strategies are emphasized in every content area. Students participate in guided, shared and independent reading. The Accelerated Reader program motivates students to read more and the Success Maker program provides practice of needed skills. Writing is considered an integral part of our literacy program. Students are taught how to generate ideas

for writing and how to organize their thoughts with Thinking Maps. Students are encouraged to write for meaningful purposes through pen pals, letters to the principal, and entering writing competitions.

Middle school level students experience a smaller middle school environment where expectations are high and support is strong. The teachers use a team approach and emphasize integration of the content as much as possible. Students in grades 6-8 take reading, math, science, social studies and language arts. Students have the opportunity if they meet the criteria, to take advanced language arts or math classes. Middle School students have a variety of exploratory classes to choose from; Art, Band, Drama, P.E., Patches (quilting), Student Assistants (peer tutoring), Accountability Partners (mentoring newcomers), Spanish, Media Production or S.A.V.E. Club (Students Against Violence Everywhere). A strings teacher is also available. Students at Windy Ridge are exposed to a well rounded curriculum through art, music, physical education, computer literacy and science. Science was added to this rotation in order to provide enhanced vertical alignment of concepts and skills. The rigor of the core subjects prepares the students well for the transition to high school. We receive feedback from our feeder high school that students from Windy Ridge make a smooth transition into the large high school environment. Students who have studied Spanish and Algebra are able to obtain high school credit.

Academics are also balanced with our Character Education and Anti-Bullying programs. Our Guidance Counselor and Safe Coordinator provide a comprehensive proactive approach to a positive learning environment. Through classroom guidance lessons on topics such as anger management, tolerance of others, organizational skills, coping with change, we are able to establish the importance of a student's emotional well-being and the correlation to academic success. Students are always encouraged to keep striving. Our school motto is "Soaring to New Heights". Our students demonstrate our school motto by participating in enrichment activities such as class projects, setting new goals, forming better social relationships, and entering academic competitions.

2a. (Elementary Schools) Reading:

Houghton Mifflin – "Invitations to Literacy" is the core reading program adopted by Orange County Public School district. This completely integrated reading and language arts program brings together award-winning literature, real-world resources, and materials to meet individual student needs. It is designed to help all students become confident, motivated readers and writers. Every child benefits from the various resources that meet the broadest possible range of academic needs in reading. Students are engaged in whole group and small group instruction for ninety minutes daily. Systematic, scaffolded, small-group instruction is provided to promote comprehension. Instructional strategies include the use of decoding, reciprocal teaching, and Thinking Maps graphic organizers.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Degrees of Reading Power (DRP) reading assessments are periodically administered to monitor student growth and to guide the reading instruction. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are short, one minute fluency measures used to regularly monitor the development of pre-reading and early reading skills. The Degrees of Reading Power (DRP) tests are group-administered measures of how well students understand the surface meaning of what they read. They measure the process of reading rather than products of reading such as main idea and author purpose. The tests are administered three times a year, to students in Grades 3-5.

2b. (Secondary Schools) English:

The English language curriculum at Windy Ridge School is based on the Florida Sunshine State Standards for grades six through eight. These standards were created to ensure rigorous student academic performance. The ultimate purpose of the English language curriculum is to provide students with integrated educational experiences in the language arts strands of reading, writing, listening,

viewing, speaking, language and literature. Students are immersed in meaningful activities, thus learning the skills and strategies of proficient readers and writers. Listening, speaking, viewing, reading, writing, language and literature are part of daily instruction to, with and by students. The content of the Language Arts classroom includes the includes students being able to use the reading process to construct meaning from a wide range of literary, informational, and technical texts, students using the writing process effectively to communicate information and ideas, students understanding common features of a variety of literary forms, students understanding and using language in authentic contexts and students responding critically to visual, oral and written texts.

Throughout our comprehensive English language curriculum, students write in response to literature and for a wide variety of other purposes. When they write they use process writing; that is, they follow the same steps used by effective writers: selecting the topic, drafting, revising, proof reading and publishing. During reading instruction, students read independently, are engaged in shared reading activities, participate in guided reading groups at each student's instructional level and listen and respond to teacher read-alouds. Phonemic awareness, phonics, fluency, vocabulary, comprehension and assessment are the critical elements of the secondary reading program at Windy Ridge School. In addition to providing students with small group instruction, students that are below grade level in reading are placed in a co-teach class with a general education teacher and an exceptional education teacher. Students that are below grade level in reading are also provided the opportunity to utilize a reading computer tutorial program 20 minutes a day to increase comprehension skills. Teachers provide before school tutoring sessions and administrators conduct Test Talks with students to review district and classroom assessment data.

Improving the reading skills of students is a primary focus of all teachers at Windy ridge School. We continue to implement reading best practices in all content areas.

3. Mathematics, Science, Art, Etc.:

At Windy Ridge the Science curriculum focuses on critical thinking and problem solving through a practical application approach. Students are taught how, as well as how to and why. We understand that students need to "experience" science through hands on activities. All Science classes are laboratory based. Students participate in experiments and projects. Students engage in group projects that are interdisciplinary in nature using integrated technologies. The scientific method is practiced by either identifying or being presented with a problem and then working as a cooperative team towards developing solutions. These activities provide them with real world opportunities to solve tangible problems that produce realistic results. To ensure successful preparation for our eighth grade students on the state science exam which is comprehensive of sixth through eighth grade science concepts, sixth and seventh grade teachers review skills with our students prior to the exam. Science teachers attend content area workshops as well as training in applying reading strategies to the science classroom. This enhances our philosophy of an integrated curriculum where multiple skills are needed in each content area. Our science teachers write grants and have been awarded grants so students can have "field experiences" as another vehicle to apply their knowledge. We have recently implemented a vertical alignment model in which a science teacher is on our special area rotation schedule. This allows her to see all students in the school throughout the year and work closely with grade level teams. This plan moves our school improvement plan forward by increasing vertical alignment and reducing redundancy of skills.

4. Instructional Methods:

Windy Ridge School is a school with many diverse learners. Understanding that "one size does not fit all," our goal is to identify the strength and uniqueness in every student on our campus to ensure that each student reaches his/her fullest potential. Teachers at Windy Ridge School implement various

instructional methods to improve student achievement. Differentiated instruction is the primary vehicle that teachers utilize to guarantee that students succeed and achieve in school. Differentiation is not a set of resources and materials, but a philosophy that teachers embrace to meet the needs of every learner. A differentiated classroom is a classroom where students are instructed on their level and are offered challenging materials along with appropriate options to experience academic success. Teachers at our school differentiate the content that students learn, the assessment tools being used, the performance tasks selected (activities) and instructional strategies.

At the beginning of the school year, teachers provide students with interest surveys in an effort to acquire information about the learners in their classrooms. This information is used to make instructional decisions throughout the school year. Prior to a new lesson or unit being taught, teachers administer pre-assessments to determine what students already know about the unit, what standards, objectives, concepts and skills students understand and what concepts require remediation or enrichment. Once teachers have obtained this information, they differentiate the performance tasks or instructional activities. These activities include but are not limited to cooperative learning groups, role-playing, choice centers and projects. Cooperative learning groups are given tasks or activities that are adjusted to Blooms Taxonomy (levels of thinking). Groups are encouraged to reflect on how well they worked as a team and each member is encourage to reflect on how he assisted the team in achieving the team goal. Role-playing allows students to utilize their verbal and interpersonal skills. Students are able to take on the role of various characters from a fictional or non-fictional text with the intent to increase comprehension. Choice centers allow students to pursue their interest through a variety of meaningful experiences and allow students to take ownership for their learning. Students explore topics of interest through projects at varying levels of ability.

Teachers at Windy Ridge continue to utilize best practices and differentiated instruction to meet the needs of all learners. We continue to soar to new heights in academic achievement.

5. Professional Development:

At Windy Ridge, we believe in continuous improvement. Our staff development approach mirrors our plan of differentiated instruction for our students. Just as one size does not fit all for children, nor does it fit for adults. Teachers must have meaningful learning experiences that positively affect their growth and development as learners. We know that we learn best by doing and by interacting with each other, so we have moved away from the whole group lecture presentation to small study groups of like interests and needs.

We are using our student data to determine areas of focus. Our areas of concentration are Differentiated Instruction based on Carol Ann Tomlinson's work, Guided Reading (Fountas & Pinnell), and incorporating the latest research on the brain to enhance the learning environment. We are also incorporating the ideas of Rick and Rebecca DuFour in building our professional learning community with a "Whatever It Takes" approach.

Knowing that the use of technology is essential to the 21st century classroom, we are participating in a computer based staff development program called CaseNex that involves an online, multimedia approach to teacher learning. Teachers choose, in small groups, their area of interest based on classroom needs. Through this process, teachers will be exposed to articles, research and input from a variety of sources within an interactive setting.

Our school was selected to participate in a district wide pilot project on Action Research. A group of teachers is involved in this project and will share their findings with our staff as well as teachers across the district.

Teamwork and professional collaboration are promoted at Windy Ridge. Teachers are encouraged to plan and problem-solve together. They use student data from their own classrooms to determine their staff development focus. With teachers constantly talking about how their students are performing and what is working to raise student achievement, we are reaching our goal of a vibrant and effective professional learning community.

Table 1
No Child Left Behind - Blue Ribbon School
Grade 3 Reading

Subject Reading Grade 3 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	86	81	77		
% At Exceeds State Standards*	56	46	41		
Number of students tested	103	105	106		
Percent of total students tested	98	99	99		
Number of students alternatively assessed	5	6	7		
Percent of students alternatively assessed	5	6	7		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	66	60	50		
% At Exceeds State Standards	20	18	10		
Number of students tested	30	37	19		
2. ESE (specify subgroup)					
% At or Above Meets State Standards	59	33	40		
% At Exceeds State Standards	23	8	15		
Number of students tested	19	12	20		

Table 2
No Child Left Behind - Blue Ribbon School
Grade 4 Reading

Subject Reading Grade 4 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	86	80	67		
% At Exceeds State Standards*	53	42	50		
Number of students tested	107	118	138		
Percent of total students tested	98	97	97		
Number of students alternatively assessed	6	7	8		
Percent of students alternatively assessed	6	6	6		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	68	50	42		
% At Exceeds State Standards	23	7	14		
Number of students tested	40	29	41		
2. ESE (specify subgroup)					
% At or Above Meets State Standards	42	50	14		
% At Exceeds State Standards	8	23	0		
Number of students tested	12	18	22		

Table 3
No Child Left Behind - Blue Ribbon School
Grade 5 Reading

Subject Reading Grade 5 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	80	76	69		
% At Exceeds State Standards*	22	47	33		
Number of students tested	128	134	112		
Percent of total students tested	97	96	96		
Number of students alternatively assessed	5	6	5		
Percent of students alternatively assessed	5	5	5		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	62	61	49		
% At Exceeds State Standards	20	25	18		
Number of students tested	35	43	39		
2.ESE (specify subgroup)					
% At or Above Meets State Standards	60	37	38		
% At Exceeds State Standards	20	9	10		
Number of students tested	25	27	22		

Table 4
No Child Left Behind - Blue Ribbon School
Grade 6 Reading

Subject Reading Grade 6 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	89	82	81		
% At Exceeds State Standards*	58	48	51		
Number of students tested	111	129	91		
Percent of total students tested	99	98	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	50	61	75		
% At Exceeds State Standards	17	27	50		
Number of students tested	23	18	12		
2.ESE (specify subgroup)					
% At or Above Meets State Standards	48	35			
% At Exceeds State Standards	6	0			
Number of students tested	13	14			

Table 5
No Child Left Behind - Blue Ribbon School
Grade 7 Reading

Subject Reading Grade 7 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	84	91	89		
% At Exceeds State Standards*	49	67	60		
Number of students tested	121	91	91		
Percent of total students tested	99	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	80				
% At Exceeds State Standards	33				
Number of students tested	14				
2.ESE (specify subgroup)					
% At or Above Meets State Standards	41				
% At Exceeds State Standards	13				
Number of students tested	14				

Table 6
No Child Left Behind - Blue Ribbon School
Grade 8 Reading

Subject Reading Grade 8 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	90	85	80		
% At Exceeds State Standards*	50	46	48		
Number of students tested	89	84	74		
Percent of total students tested	99	98	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2.ESE (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Table 7
No Child Left Behind - Blue Ribbon School
Grade 3 Math

Subject Math Grade 3 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	83	79	67		
% At Exceeds State Standards*	54	44	33		
Number of students tested	103	105	107		
Percent of total students tested	97	98	97		
Number of students alternatively assessed	5	6	6		
Percent of students alternatively assessed	6	5	6		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	61	63			
% At Exceeds State Standards	19	10			
Number of students tested	29	30			
2.ESE (specify subgroup)					
% At or Above Meets State Standards	53	33			
% At Exceeds State Standards	20	17			
Number of students tested	18	12			

Table 8
No Child Left Behind - Blue Ribbon School
Grade 4 Math

Subject Math Grade 4 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	84	75	64		
% At Exceeds State Standards*	55	45	39		
Number of students tested	107	118	138		
Percent of total students tested	97	96	96		
Number of students alternatively assessed	7	6	6		
Percent of students alternatively assessed	7	4	6		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	65	29	50		
% At Exceeds State Standards	27	10	20		
Number of students tested	40	30	33		
2.ESE (specify subgroup)					
% At or Above Meets State Standards	48	48	25		
% At Exceeds State Standards	0	24	5		
Number of students tested	11	17	19		

Table 9
No Child Left Behind - Blue Ribbon School
Grade 5 Math

Subject Math Grade 5 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	69	73	59		
% At Exceeds State Standards*	52	46	43		
Number of students tested	128	134	112		
Percent of total students tested	99	98	98		
Number of students alternatively assessed	5	6	5		
Percent of students alternatively assessed	5	4	5		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	42	55	40		
% At Exceeds State Standards	27	33	17		
Number of students tested	35	43	30		
2.ESE (specify subgroup)					
% At or Above Meets State Standards	40	38	33		
% At Exceeds State Standards	24	23	12		
Number of students tested	25	26	16		

Table 10
No Child Left Behind - Blue Ribbon School
Grade 6 Math

Subject Math Grade 6 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	87	82	64		
% At Exceeds State Standards*	68	50	31		
Number of students tested	111	129	91		
Percent of total students tested	99	99	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards	50	61	50		
% At Exceeds State Standards	25	17	25		
Number of students tested	12	18	12		
2.ESE (specify subgroup)					
% At or Above Meets State Standards		50			
% At Exceeds State Standards		15			
Number of students tested		14			

Table 11
No Child Left Behind - Blue Ribbon School
Grade 7 Math

Subject Math Grade 7 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	93	90	81		
% At Exceeds State Standards*	62	60	57		
Number of students tested	123	91	91		
Percent of total students tested	98	98	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2.ESE (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					

Table 12
No Child Left Behind - Blue Ribbon School
Grade 8 Math

Subject Math Grade 8 Test Florida Comprehensive Assessment
Edition/Publication Year 2004-2005 Publisher Florida Department of Education

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month					
SCHOOL SCORES*					
% At or Above Meets State Standards*	97	89	88		
% At Exceeds State Standards*	78	56	53		
Number of students tested	87	84	74		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Free and Reduced Lunch (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					
2.ESE (specify subgroup)					
% At or Above Meets State Standards					
% At Exceeds State Standards					
Number of students tested					