

# 2006-2007 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. Elizabeth G. Thedy  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 900 Jordan Blass Drive  
(If address is P.O. Box, also include street address.)

Melbourne FL 32940-7033  
City State Zip Code+4 (9 digits total)

County Brevard State School Code Number\* 3121

Telephone ( 321 ) 242-6480 Fax ( 321 ) 242-6485

Web site/URL http://suntree.es.brevard.k12.fl.us E-mail thedyb@brevard.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. Richard DiPatri  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School Board of Brevard County Tel. ( 321 ) 631-1911

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

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.

\_\_\_\_\_  
(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 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 2006-2007 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 2001 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

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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: 57 Elementary schools  
12 Middle schools  
0 Junior high schools  
11 High schools  
4 Other  
84 TOTAL

2. District Per Pupil Expenditure: \$6,336  
Average State Per Pupil Expenditure: \$6,062

**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. 2 1/2 Number of years the principal has been in her/his position at this school.

4 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	8	2	10	7			
K	63	45	108	8			
1	64	56	120	9			
2	42	54	96	10			
3	58	60	118	11			
4	58	67	125	12			
5	68	77	145	Other			
6	75	65	140				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							862

6. Racial/ethnic composition of the school:
- |   |
|---|
| <u>90</u> % White                             |
| <u>3</u> % Black or African American          |
| <u>4</u> % Hispanic or Latino                 |
| <u>3</u> % Asian/Pacific Islander             |
| <u>&lt;1</u> % American Indian/Alaskan Native |
| <b>100% Total</b>                             |

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: 10 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	52
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	31
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	83
<b>(4)</b>	Total number of students in the school as of October 1	862
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.096
<b>(6)</b>	Amount in row (5) multiplied by 100	10

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

Number of languages represented: 7

Specify languages: Spanish, Chinese, French, Vietnamese, Russian, Portuguese, and Dutch

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 34

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: 15 %

127 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>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>  8</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 62</u> Specific Learning Disability
<u>  2</u> Emotional Disturbance	<u> 54</u> Speech or Language Impairment
<u>    </u> Hearing Impairment	<u>    </u> Traumatic Brain Injury
<u>  1</u> Mental Retardation	<u>    </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**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  2</u>	<u>    </u>
Classroom teachers	<u> 37</u>	<u>  6</u>
Special resource teachers/specialists	<u> 13</u>	<u>  2</u>
Paraprofessionals	<u>  4</u>	<u>    </u>
Support staff	<u> 26</u>	<u>    </u>
Total number	<u> 84</u>	<u>  8</u>

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. 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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	98%	96%	96%
Daily teacher attendance	96%	97%	98%	96%	96%
Teacher turnover rate	9%	2%	3%	7%	10%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **PART III - SUMMARY**

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Suntree Elementary School, established in 1992, is located in the heart of Suntree, a community in north Melbourne, Florida. Our mission is to *promote excellence and inspire young minds to reach their full potential*, which goes hand in hand with our vision of *building a foundation for the future of our nation*. After a recent boundary change, Suntree's student population has stabilized at approximately 850 students in grades K through 6, down from over 1,100 prior to school year 2004-2005. Our open campus, with its beautifully landscaped areas, lends itself to science exploration as well as other aesthetic qualities conducive to a positive learning environment.

Suntree's distinguished teachers and staff continuously seek new ways to engage our students. We have two administrators, 58 highly-qualified teachers, and 30 support staff. Forty-one percent of our teachers hold advanced degrees, and 32% are National Board Certified. Many of our teachers have, or are currently seeking, endorsements in the areas of ESOL and Reading. Staying abreast of the most current best practices is a high priority. Funds are set aside to cover the expenses associated with training opportunities at the district and state levels as well as the cost of in-house training such as Thinking Maps. Committed to the belief that every child can learn, Suntree focuses on safe, nurturing environments and high expectations for all students. Our student mentoring program ensures that even our most struggling students can meet or exceed those expectations. Teachers share their ideas with others and often conduct professional development training at the school and district levels. Suntree's Learning Community, teacher mentoring program, vertical alignment of the Grade Level Expectations, use of data analysis, and our School Advisory Council all play an integral part in our success.

Suntree's open-door philosophy promotes a strong relationship between school and community. We have one of the highest volunteer rates in Brevard County, logging 28,355.45 hours from April 2005-October 2006. Our volunteers include parents, senior citizens, high school and college students. Suntree's exemplary PTO, along with our myriad of business partners, works hard to raise funds to help promote excellence in our school. They funded the construction of an out-door classroom, purchased a portable wireless computer lab and physical education equipment, and provided monetary supplements to support classroom programs. From the Kindergarten "Boo-Hoo" Breakfast to the Sixth Grade Award Ceremony, parents are welcomed into the Suntree family. Other highlights include: Open House, Bring Your Parent to School Day, Grandparents Day, Family Game Nights, Writing Workshops, Thinking Maps for Parents, and Volunteer Brunches. Communication between school and home is maintained through the use of daily student planners (provided to students at registration), weekly school newsletters, on-line school calendars, daily e-mails, and individual classroom newsletters.

Suntree offers a positive learning environment with clear procedures to reduce distractions, encourage attendance, maximize instructional time and ensure student safety. Pride for success and learning, as well as citizenship, are developed through Suntree's Perfect Attendance programs, Student of the Month celebrations, Bully-Free School Program, Safety Patrols, Math SuperStars, and Accelerated Reading Incentives. Extracurricular activities are offered to students and include: TV productions, Book Bash, American Girls, Cam Jansen, After-school Academic Support and Enrichment programs, Chess Club, Chorus, Strings, Junior First Lego League, Pensations! writing workshops, Odyssey of the Mind, and Future Problem Solving. In addition, homework club, cheering, All Star Sports, drums, art, soccer, and Mad Science are offered through our after-care program.

Suntree Elementary, a body of exemplary students, staff, parents, and community, exudes the excellence that sets us apart from the rest. The students are consistently encouraged to develop their talents, while respect and responsibility is emphasized. Our teachers constantly seek to provide and promote quality instruction based on best practices conducive to all learning styles. As stated in our school song, "...the

future waits at our command...that day is dawning when we will inherit this world for our own.” Business partners, parents, administration, teachers, and staff come together *to build a foundation for the future of our nation*: Suntree students.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. **Assessment Results:** The Florida Comprehensive Assessment Test (FCAT) was developed to measure the achievement of Florida's students. This test is comprised of multiple choice questions, gridded-response questions, short written responses, and extended written responses. Critical thinking and expressive ability are necessary for students to successfully achieve a proficient score, which is defined as a level 3 or above. Test questions from the FCAT-SSS assessment are derived from the Sunshine State Standards, which are the curriculum guidelines and benchmarks used to develop plans for teaching the content areas and contain the challenging content Florida students are expected to master. The FCAT-NRT is a nationally norm-referenced test used to compare student performance in reading and mathematics with the performance of students nationwide. All Florida public schools are required to take the FCAT-SSS and the FCAT-NRT each year in early March.

Test results are used to determine student proficiency of grade level standards and help determine if they are prepared to move to the next grade level. Performance levels range from Level one (1) to Level five (5). A student who is scoring at Level 1 demonstrates little success with the challenging content of the Sunshine State Standards. Similarly, a student scoring Level 2 has limited success with the challenging context of the Sunshine State Standards. Scores indicating that a student has met or exceeded the standards set by the State of Florida fall within Levels 3 – 5. Students scoring Level 3 have partial success with challenging content, whereas students scoring Level 4 and 5 have success with questions that span the spectrum of complexity levels. Per state mandate 3<sup>rd</sup> grade students scoring at Level 1 on the FCAT-SSS Reading are required to be retained.

An analysis of the FCAT SSS Reading and Math scores from 2002 to 2006 shows improvement in meeting grade level standards, which is defined as achieving levels 3-5, in all subgroups that are reported. Students with disabilities scoring in levels 3-5 in 3<sup>rd</sup> grade reading, which means meeting or exceeding grade level standards, improved from 54% to 83% between 2002 and 2006. Similar results are demonstrated in the same subgroup for math, with the percent of students scoring levels 3-5 improving from 62% in 2002 to 100% in 2006. Overall, scores in reading and math improved in students with disabilities in grades 3-6 from 46% scoring levels 3-5 in math in 2002 to 70% scoring levels 3-5 in math in 2006. Reading scores show continuous improvement as well, with 75% of students with disabilities scoring in levels 3-5 in 2006 compared to 41% scoring levels 3-5 in 2002. The increases noted in reading and math for students with disabilities is similar to the improvements shown in the school as a whole, and can be attributed to a variety of factors, including an increased focus on the standards for reading and math at all levels, a comprehensive School Improvement Plan, and focused staff development in reading and math best practices strategies.

For more information about Florida's assessment procedures, scoring system and school grade policy, refer to <http://fldoe.org>.

2. **Using Assessment Results:** The use of data drives instruction, along with Sunshine State Standards. When FCAT results are received, we evaluate the percentage of students maintaining, decreasing, and improving reading and math levels through a careful analysis of developmental scale scores, subtests, and levels of achievement. In addition, we look at each subtest to calculate how many students scored 70% or better, we target those that would make up our lowest 30<sup>th</sup> percentile, and then we use this analysis and reflection to target an area(s) needing additional support, set goals for our students, plan lessons based on their needs, and guide our Individual Professional Development Plans.

The goal of meeting or exceeding annual learning gains drives teachers to more closely examine the

scores for their current year's students. The developmental scale score (DSS) data is used to generate class profiles which subdivide the students into quartiles. Within each quartile, the students are again divided into upper, middle, and lower ranges. This allows teachers to target not only those Level 1 and Level 2 students needing intensive intervention, but also those who may be on the cusp of dropping to a lower level or those who are close to increasing a level. Furthermore, this information identifies students in Levels 3-5 that must maintain or improve their performance to indicate adequate yearly progress.

Specific scores below a 70% in each area, such as main idea/author's purpose, comparisons, reference and research, geometry, and algebraic thinking, to name a few, are highlighted. Teachers plan small group or individual instruction with these students to help focus on areas identified as in need of remediation. Teachers write Individual Professional Development Plans each year where they select an area to target based on previous year's FCAT scores and designate a reading goal to accomplish.

Non-classroom teachers are provided school data by grade level averages as opposed to individual student names in order to develop their Individual Professional Development Plans. Goals are written and lessons developed focusing on grade level/school needs. Non-classroom teachers support the efforts of the classroom teachers through the implementation of the Thinking Maps curriculum in each activity class using skills the basic classroom teachers are teaching. For example, this year our entire school is working toward improving scores on extended response and performance task questions, as our analysis of our scores showed this to be a weak area for our school. .

**3. Communicating Assessment Results:** Each year, Suntree's School Advisory Council develops and provides all families with a color pamphlet which displays our school's results on the FCAT assessments in graphic format and highlights the goals and objectives of the School Improvement Plan. Regular articles are written in our weekly school newsletter to share assessment information such as how our school performed in specific areas in relation to the state and to the district. To relay information to community members who may not have children involved in the school system, we provide information regarding the success of our school in the local and community newspapers as well.

Our teachers maintain constant communication with parents through their web pages, newsletters, and parent conferences. Report cards and interim reports also provide a forum for communicating assessment results, whether the assessment is FCAT, progress monitoring such as DIBELS, or results of district benchmark assessments. FCAT informational sessions, hosted by individual teachers, also provide opportunities for parental and community involvement and knowledge of assessment results. In addition, face-to-face conferences with parents, teachers, administrators and guidance counselors allow school staff to discuss individual test results and student performance with parents and thus we work as a team to develop an educational program for each individual child in our school.

Our School Improvement Plan is written annually by a committee comprised of parents, community members, and staff members. They work together to closely analyze test data, establish a set of school-wide goals/objectives, and determine the strategies to meet those objectives. In addition, the School Improvement Team analyzes data from the previous year's plan to see if goals have been met, exceeded, or need to be continued.

**4. Sharing Success:** We believe that teachers and principals sharing with each other in informal sessions or formal development sessions are important to continuous improvement. Our teachers work closely among their school body and the school community sharing their ideas, strategies, and expertise. Our principal has been asked on several occasions to present our school's methods for disaggregating assessment data to the district leadership team, which consist of school principals and district staff. In addition, the forms we use to analyze individual classroom performance have been presented to elementary principals and to the Leadership Team. The Educational Technology department at the school

board has modified some of the forms used at Suntree for placement on the district *Desktop Student Data System*, which is available to all teachers and administrators in the county.

A final method for sharing success comes from our National Board teachers, who mentor teachers new to the profession, those needing assistance who are not new, and those who are undergoing the rigorous National Board certification process. The 19 National Board Certified Teachers at Suntree provide an invaluable service to the school and county through their sharing of data analysis methods, classroom management techniques, best practices for reading, math, writing and science instruction, and parent involvement activities.

## PART V – CURRICULUM AND INSTRUCTION

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**1. Curriculum:** Suntree Elementary strives for excellence across the curriculum. High academic standards supported by research-based instructional strategies lead to success for Suntree students. Instruction is driven by Sunshine State Standards with an emphasis on integrating literacy into all areas so that *No Child is Left Behind*.

Suntree’s definition of literacy is “students are accountable for independent reading, writing, listening, and speaking with comprehension.” This definition molds our Language Arts program. Our teachers use data-driven decision making to guide their instruction in reading and writing and are focused on continuous improvement in student achievement. The five components of reading from Florida’s reading formula are stressed in grades K-6. Grade level instruction, leveled instruction, and intensive instruction are provided to small groups based on individual needs, to substantially deficient readers, and to varying exceptionalities students. Students work through the varying degrees of complexity levels needed to successfully meet grade level expectations. Our teachers are proficient in the use of the district adopted core reading program materials, but also creatively weave supplemental materials into their lessons. Primary students learn how to read; intermediate students are taught strategies in order to read to learn; teachers commit to all students being joyful, independent readers and writers. Suntree’s teachers have been trained in Thinking Maps and holistic scoring rubrics; this plays a key role in progress monitoring every student’s writing and reading development.

Our media and technology programs are vital extensions to the classroom. The media teachers seek to promote a love of literature and develop every student into an independent user of print, multi-media, and telecommunications resources. Students frequently use the wireless lab in media classes, and participate in programs that excite and entice them to read such as the Accelerated Reader Incentive program, the Sunshine State Young Reader’s Award program, the Florida Reading Association Award program, and *Cam Jansen* and *American Girl* reading programs for third graders. Media also sponsors an interest-based after-school Literacy Link Club. Our technology teacher uses a comprehensive curriculum K-6 that is ESE inclusive. Instruction begins with basic keyboarding spiraling up to PowerPoint and HyperStudio instruction. Avenues are created between the lab and the classroom so students are able to use technology in their class assignments. Suntree also boasts a TV Productions crew which trains 31 sixth graders in the art of news anchor, equipment operator (video mixer, sound mixer, character generator), and director.

Hands-on, inquiry-based activities are the foundations for Suntree’s Math and Science programs. The research-based curriculum ensures that all students receive the leveled instruction and support that best meets their needs. Our teachers use CRISS strategies and Thinking Maps to bridge the gap between Reading, Math and Science and to aid in comprehension of informational text. Supplemental materials and the basic program, coupled with strategies learned at staff development workshops, provide teachers a wide variety of hands-on learning inquiry opportunities for students to learn scientific concepts. Students at Suntree are encouraged to apply the scientific method through classroom investigations and by participating in the science fair. Suntree’s Math curriculum includes the six key components which spiral throughout each grade level. All students are actively engaged in critical thinking, problem solving, and real-world situational learning. Academic support is provided for the struggling student and enrichment is provided for our gifted and talented students.

Social Studies, Fine Arts, Guidance and PE are the finishing touches to our “strive for success program.” Students learn respect and appreciation for their neighbors via the five themes of geography, SALSA, Character Education, Holocaust Education, and our Anti-Bullying program. Every child receives Music and Art instruction that provides a cohesive, developmental approach emphasizing learning through hands-on activities. Their talents are shared with the community through art contests and musical performances. PE teachers develop strong, healthy bodies which are synonymous to strong, healthy

minds, maximizing the use of our skills complex areas and covered pavilions. They don't preach *HEALTH FOR LIFE*; they live *HEALTH FOR LIFE* by sponsoring bike safety, Jump-Rope-For-Your Heart, Hershey track, and Drug Education programs.

**2. Reading:** The Scott Foresman K-6 Reading series is the core program adopted by the Brevard County Public School District. This program is built on the five key components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension. Grade level instruction is provided to all students including students with disabilities. Students are involved in small, needs-based groups and whole group instruction for 90 uninterrupted minutes per day. Innovative differentiated literacy center activities are designed by individual teachers to meet the specific needs in their classrooms. Leveled instruction and intensive support are available for struggling readers through the use of reading, science, and social studies leveled readers. The use of these materials ensures exposure to a variety of genres for direct explicit instruction. For the non-motivated intermediate reader, the Jamestown Publishers *Wild Side* and *Disasters* nonfiction series are utilized while students improve comprehension and critical thinking as they self-monitor their reading progress. The substantially deficient readers receive intensive instruction intervention using the *SOAR to Success* and *Reading Mastery Series*. The *Junior Great Books* curriculum is used to challenge our more gifted readers providing activities through stories that promote higher-level thinking. Through this variety of instructional methods, Suntree students learn to love and value reading beginning in kindergarten and continuing through 6<sup>th</sup> grade. Suntree students also participate in interest-based literacy groups where they self-monitor their comprehension by applying before, during, and after reading skills to aid in teacher-facilitated discussions with their peers. To create a craving for reading, Suntree teachers continuously add books to their classroom libraries and give luring book talks. *Accelerated Reader* software (including the *STAR Reader* software) is used to monitor independent reading progress. As skills are taught in class, the students are able to practice applying those skills independently with the computer software, *Classworks*. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is administered quarterly as a progress-monitoring measure of reading proficiency. Benchmark tests are also administered periodically to guide instruction and create needs-based groups. We encourage all our students to aspire to a higher level. These programs and materials help us meet the five non-negotiables that Suntree teachers have committed to in our Fail-Safe System of Literacy.

**3. Additional Curriculum Area: Math:** *Math* by MacMillan/McGraw-Hill is our district adopted math curriculum. This series is standards based and aligned with Florida's Sunshine State Standards. Program instruction begins in kindergarten with a hands-on, inquiry approach spiraling upwards to ratio-proportion and the creation and solving of more complex expressions and equations in 6<sup>th</sup> grade. Students move beyond basic computation to become successful in Number Sense, Measurement, Geometry, Algebraic Thinking and Data Analysis and Probability. Curriculum continuity provides a challenge that increases content knowledge by always building on what students learned in previous grades and allows continual opportunity for review and reinforcement of the concepts. Grants were written to purchase additional manipulatives to supplement this program. All students enjoy and learn from the board games that expose them to real-world financial situations (such as shopping at the mall or eating at a restaurant) and the Math Clever Catch Balls that promote number sense, measurement, time, money, algebraic thinking and geometry. *Get It Together* was purchased for the older grades, promoting critical thinking by giving open-ended story problems for students to solve in cooperative groups.

Literature in math is integrated in all grade levels by using a variety of books purchased by Suntree's media center which cover the six components of math. Math is integrated into the science curriculum, focusing on data analysis through the creation and interpretation of data on graphs and charts. The *Connecting Math* series is used to support struggling math students and small needs-based after school groups are provided in order to allow more one-on-one contact. The utilization of *Classworks* provides the much needed practice and reinforcement of the concepts taught in class.

Gifted and talented students attend an after school program where they can experience more challenging instruction and activities. Sixth graders are given the opportunity to attend an after-school Algebra course which exposes them to the material required to qualify for the 7<sup>th</sup> grade Algebra Honors course. All students, K-6, demonstrate their ability to solve real-world math problems by participating in the Math SuperStars Program. Cumulatively, Suntree's math curriculum *promotes excellence and inspires young minds to reach their full potential.*

**4. Instructional Methods:** Assessments are used continuously throughout the year to monitor student progress, plan for remediation, and communicate with parents how they can help at home. Instruction begins with whole group and branches off as need dictates; flexible grouping is utilized for intervention and enrichment as students practice strategies and skills. This is accomplished via one-on-one teacher instruction, peer tutoring, and instructional assistants. Students learn by doing and interacting with one another in activities that engage and challenge them cross curricular. To infuse literacy into all curriculum areas, Suntree teachers worked together through our Reading Leadership Team to define and commit to five daily non-negotiables: 1) Comprehension and monitoring of understanding, 2) Checking for prior knowledge, 3) Teachers teaching, modeling, and practicing comprehension strategies with students, 4) Teachers modeling reading fluency, writing, listening and speaking, and 5) Providing guided reading with vocabulary development. Differentiated instruction is used by Suntree personnel to ensure that students receive the maximum benefit from instruction at their individual levels. Activities used to differentiate instruction and target higher order thinking include: cooperative group/community building, learning/project centers, use of CRISS (Creating Independence through Student-owned Strategies), reciprocal teaching, Thinking Maps, and Bloom's Taxonomy for questioning. Tregoe Decision Analysis is used with our gifted and talented students as well as Thematic Interact Units. Students at Suntree enjoy the ability to choose how they demonstrate information learned with their class, school, and community.

**5. Professional Development:** Suntree teachers continuously work together in vertical cross-curricular teams to improve student achievement. At the end of each year, teachers complete a Professional Needs Survey. This information is used to plan school-based professional development opportunities for the following year. To meet individual teacher needs, our School Advisory Council provides funds as needed to attend various seminars offered throughout the state. Most recently, our school has adopted the Thinking Maps program. The purpose, as stated in the manual, is "To use THINKING MAPS as a common visual language in your learning community for transferring thinking processes, integrating learning, and for continuously assessing progress." Two classroom teachers were sent to the four-day training to become Thinking Maps trainers. During pre-planning, these teachers trained all of Suntree's teachers, including those who teach art, music, physical education, exceptional education, occupational and speech therapy. Follow-up sessions were held during faculty meetings and building inservice days to discuss questions/concerns and share innovative and successful lesson plans. School-wide, teachers and students have decorated bulletin boards in the cafeteria and commons area to promote understanding of Thinking Maps. Mid-year, fifth grade teachers were sent to Thinking Maps for Science where they learned specific strategies for incorporating maps into their science curriculum. Throughout the year, mini-workshops are held to keep teachers abreast of best practices in instruction; fluency instruction, use of literacy centers, and math/science test and performance-task items name a sampling of these trainings. Two of Suntree's teachers recently completed the requirements necessary for becoming certified CRISS trainers. To continue with the needs, as indicated on our survey, these teachers will hold mini-skill review sessions on CRISS strategies. In addition, Suntree teachers offer a variety of training experiences to teachers in our district, such as: Tregoe Decision Analysis, Multi-Curriculum, Unlock the Reading Block, Integrating the Three: Math, Science & Reading, and National Board Mentoring.

In addition to school-wide focus areas for professional development, part of our school's learning initiative includes Professional Learning Communities. One of our Professional Learning Communities

consists of a group of teachers and administrators representing all curriculum areas who meet monthly to study proven and promising educational practices that are researched-based. Members read, discuss and implement strategies for effective teaching and learning, and are afforded an opportunity to grow professionally in an environment that is conducive to collaboration and collegiality.

# PART VII: ASSESSMENT RESULTS

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Reading

**Grade:** 3

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	95	94	97	91	90
% "Exceeding" State Standards	77	72	73	56	57
Number of students tested	112	112	151	156	166
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
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	75	67	65	63	60
% "Exceeding" State Standards	38	34	32	30	28

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Reading

**Grade:** 4

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	97	95	91	87	77
% "Exceeding" State Standards	75	69	62	57	51
Number of students tested	119	140	155	174	181
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
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	66	72	69	60	55
% "Exceeding" State Standards	33	37	34	29	27

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Reading

**Grade:** 5

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	91	87	91	84	83
% "Exceeding" State Standards	67	56	54	52	48
Number of students tested	143	135	173	190	155
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	67	66	59	58	53
% "Exceeding" State Standards	33	32	28	25	23

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Reading

**Grade:** 6

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	93	86	89	86	78
% "Exceeding" State Standards	63	61	58	58	48
Number of students tested	140	167	179	179	167
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	1
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	64	55	55	53	51
% "Exceeding" State Standards	31	24	24	23	23

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Math

**Grade:** 3

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	94	93	93	88	89
% "Exceeding" State Standards	73	74	63	55	49
Number of students tested	113	112	151	157	166
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
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	72	68	64	63	59
% "Exceeding" State Standards	37	34	30	29	25

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Math

**Grade:** 4

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	97	93	87	86	82
% "Exceeding" State Standards	80	63	52	51	45
Number of students tested	121	141	156	174	182
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
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	67	65	63	54	51
% "Exceeding" State Standards	31	27	26	20	19

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Math

**Grade:** 5

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	87	78	84	76	75
% "Exceeding" State Standards	62	47	55	48	42
Number of students tested	143	134	173	185	156
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	57	57	52	52	48
% "Exceeding" State Standards	31	30	28	28	25

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5

**Suntree Elementary School**  
**Florida Comprehensive Assessment Test (FCAT) Sunshine State Standards (SSS)**  
**State Criterion-Referenced Test**

**Subject:** Math

**Grade:** 6

**Test:** Florida Comprehensive Assessment Test (FCAT SSS)

**Edition/Publication Year:** 2006

**Publisher:** Florida Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
<b>SCHOOL SCORES*</b>					
% "Meeting" plus "Exceeding" State Standards	86	86	78	81	78
% "Exceeding" State Standards	62	63	46	48	51
Number of students tested	139	167	179	179	168
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	2
Percent of students alternatively assessed	0	0	0	0	1
<b>STATE SCORES</b>					
% "Meeting" plus "Exceeding" State Standards	53	47	45	47	43
% "Exceeding" State Standards	25	21	19	20	18

\* % "Meeting" and "Exceeding" State Standards = % scoring level 3, 4, and 5

% "Exceeding" State Standards = % scoring level 4 and 5