

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Dr. Colleen Skinner

Official School Name: Ocean Breeze Elementary School

School Mailing Address:
1101 Cheyenne Drive
Indian Harbour Beach, FL 32937-3699

County: Brevard State School Code Number*: 056071

Telephone: (321) 779-2040 Fax: (321) 779-2045

Web site/URL: https://www.edline.net/pages/Ocean_Breeze_Elementary_School E-mail:
skinnerc@brevard.k12.fl.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Brian Binggeli

District Name: Brevard Tel: (321) 633-1000

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Amy Knessy

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

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

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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: (per district designation)

58	Elementary schools (includes K-8)
12	Middle/Junior high schools
16	High schools
0	K-12 schools
86	TOTAL

2. District Per Pupil Expenditure: 7219

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. 7 Number of years the principal has been in her/his position 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	10	4	14	6	46	34	80
K	39	42	81	7			0
1	44	27	71	8			0
2	47	31	78	9			0
3	32	41	73	10			0
4	42	39	81	11			0
5	48	39	87	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							565

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
5 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 9 %

This rate is 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.	23
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	49
(4)	Total number of students in the school as of October 1.	565
(5)	Total transferred students in row (3) divided by total students in row (4).	0.087
(6)	Amount in row (5) multiplied by 100.	8.673

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 3

Number of languages represented: 4

Specify languages:

English, Spanish, Portuguese, Russian

9. Students eligible for free/reduced-priced meals: 12 %

Total number students who qualify: 70

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 free and reduced-price school meals 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: 30 %

Total Number of Students Served: 168

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>44</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>84</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>14</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>29</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>2</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>18</u>	<u>0</u>
Total number	<u>67</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	96%	95%
Daily teacher attendance	96%	96%	94%	95%	96%
Teacher turnover rate	7%	5%	5%	5%	5%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

There were extended illnesses which impacted the daily teacher attendance for 2006-2007.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0
Enrolled in a 4-year college or university	0 %
Enrolled in a community college	0 %
Enrolled in vocational training	0 %
Found employment	0 %
Military service	0 %
Other (travel, staying home, etc.)	0 %
Unknown	0 %
Total	0 %

PART III - SUMMARY

Ocean Breeze Elementary is a family-friendly neighborhood school nestled in a Florida beachside community. The school is located on the Space Coast, in Brevard County, blocks from the Atlantic Ocean. Excellence is evident in all areas of the curriculum, with dedicated teams of teachers involved in professional development and implementation of research-based instructional strategies. The school's mission to "Challenge all students to do their personal best" is evident by the high standards in every area of the school. The vision at every level of the school is "A standard of excellence in education for all students will be assured through teamwork and dedication at Ocean Breeze".

Teachers integrate technology as they deliver instruction that engages all learners. Essential to the school's environment are the special activities that every child in pre-kindergarten through sixth grade participate in on a daily basis. Ocean Breeze has a full time music teacher, art teacher, physical education teacher, media specialist, and computer teacher. This team collaborates with the classroom teacher to determine areas of focus. The computer teacher has developed science lessons, along with the music and art teachers, for specific grade levels to study how sound travels. Physical education classes incorporate language arts, vocabulary development and mathematics into the lessons. The media specialist and media assistant assist in research projects and development of PowerPoint multimedia projects. The work with the activity teachers and classroom projects is seamless due to the dialogue that occurs among the faculty, and tied to the Sunshine State Standards for each grade level. Ocean Breeze Elementary, accredited through the Southern Association of Colleges and Schools, has been recognized as a Florida Music Demonstration School, the ATTAIN recognition for excellence in integrated technology, and a Florida Power Library award for an outstanding media center as a resource to all stakeholders. Ocean Breeze Elementary has been rated an "A" school for 10 years, and ranked as the 11th highest performing elementary school in Florida for 2009.

Bringing teachers together for student achievement is facilitated by the Professional Learning Communities. Nationally recognized by Rick DuFour's All Things PLC as a PLC School, Ocean Breeze Elementary provides opportunities for teachers to discuss the progress of individual students as well as the class progression. They discuss specific strategies and the Response to Intervention for students not on grade level. This highly-focused approach allows teachers to target what is working and what needs to be adjusted for instruction. The team-building that occurs brings teachers out of an isolated existence and they work to support one another.

There is a long tradition of parental support and involvement in the school. Ocean Breeze Elementary has received the Golden School Award for the past 20 years. This recognition reflects the involvement of the parents in all aspects of the school. Parents are willing and eager to support new initiatives, continually seek opportunities for involvement, and celebrate the successes at Ocean Breeze Elementary.

The Parent Teacher Organization (PTO) and School Advisory Council (SAC) are instrumental in the success of the school. The PTO embraces opportunities to assist the instructional staff by providing equipment and materials, volunteer hours, and parent informational meetings. The School Advisory Council focuses on instruction in the classroom and the environment of the school. The SAC has supported the determination to engage all students in higher level thinking activities in the classroom by providing funds for Kagan Cooperative Learning and Thinking Maps for all teachers and administrators. This systemic approach to staff development has been critical to the success in meeting the needs of all learners at the school, and has provided the foundation for the intense focus on student achievement.

Ocean Breeze continues to exemplify what it means to provide activities that will engage students, and champions the well-rounded student. Active groups such as the Recycling Team, Math Bowl, Chess Club, Orchestra and String Ensembles, Fitness Club, Robotics Team and the Book Talk Club provide opportunities for expanded learning. Character Education is interwoven into the classroom and school culture. It takes a team to build a dream, and Ocean Breeze Elementary collaborates to create life long learners.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Ocean Breeze Elementary students have consistently performed well above the district and state achievement levels on the criterion based Florida Comprehensive Assessment Test (FCAT). The annual reading and mathematics assessment, given to third through sixth grade students in March, measures the students' performance on the Sunshine State Standards. Results are based on a 1-5 scale, with Level 3 being on grade level and Level 4 above grade level. Students receiving a Level 1 are considered substantially deficient and two years below grade level proficiency.

The school has been recognized as an "A" School by the Florida Department of Education for the past 10 years. This distinction is based on levels of proficiency on the FCAT in reading, writing, mathematics and science; percent of student participation; the learning gains of all the students and those who are in the lowest 25% of the school achievement levels. Results of the 2009 FCAT showed 96% of the students were reading at or above grade level, 85% of the students made at least a year's worth of learning gains, and 90% of the struggling students (lowest 25% of students in fourth through sixth grade) made a year's worth of learning gains in reading. Mathematics results were similar, with 95% of the students on grade level or higher, 81% of the students making an annual learning gain, and 81% of the struggling students making an annual learning gain. The learning gains for all students and those who were at the lowest achievement levels provided the strongest evidence of student learning at the school. The students who were performing at Level 3, 4 or 5 continued to remain at their high level of achievement or they improved their level of achievement. Those who scored a Level 1 or 2 either improved their level of achievement, or increased their scale score enough to show a year's worth of growth. Since 2005, Ocean Breeze Elementary has maintained excellence in reading and mathematics with at least 91% of the students scoring a Level 3 or higher on the FCAT. A steady increase has been shown through the years to the current 96% in reading and 95% in mathematics of students at or above grade level.

The FCAT subgroup scores are defined for the Free and Reduced Lunch/Socio-Economic Disadvantaged Students and the Exceptional Education Students (ESE). Gains in the achievement levels for both subgroups are noted, with some declines identified. However, the low number of students in each subgroup must be considered when reviewing the data. A regression analysis performed by Brevard Public Schools showed Ocean Breeze out-performed all Florida elementary schools with similar demographics for 2008-2009.

Ocean Breeze has made Adequate Yearly Progress since 2004. Additional information on the school's assessment results can be found at www.fldoe.org.

2. **Using Assessment Results:**

Ocean Breeze utilizes the curriculum teams to dive deeper into the school accountability data and to assist the School Advisory Council in setting goals for the core academic areas. The examination of the data is a collaborative effort, with school leadership laying the foundation for the parents, community members, teachers and staff. The teachers look at how the students scored on the Spring FCAT with a strand analysis. At the beginning of the following year they study the assessment results of their new students on the previous FCAT, as well as Fall Scholastic Reading Inventory, Florida Assessment for Instruction in Reading, and classroom inventory assessment data. Formative assessment and progress monitoring occurs for all students to determine the mastery of the Sunshine State Standards. Teachers use the assessment results to structure curriculum and instruction.

3. Communicating Assessment Results:

Ocean Breeze Elementary brings together parents, community members, teachers, support staff and school administration through the School Advisory Council. This team meets in the summer to disaggregate data and determine the areas of strengths and weaknesses in the performance of all students. High standards are set each year by the School Advisory Council and team curriculum teams, and a review of the accomplishments is critical in determining the next benchmarks for the coming school year. Teachers meet in teams and as a faculty to review the data and determine the growth of their particular grade level as well as the entire school. Goal setting is an important step in the focused meetings.

Information is also shared with the Parent Teacher Organization as to the school data and how it relates to specific programs implemented within the school. The School Advisory Council and Parent Teacher Organization are instrumental in providing the resources for professional development in teaching strategies and materials for the classroom. The resources are tied directly to a learning goal based on the data from previous years.

The school's website, newsletter and other media print are also used to share the assessment results with the parents, students and community. The Florida School Accountability Report is shared with parents through parent meetings and the school newsletter. Specific information is provided regarding student achievement by grade level and subject, as well as the demographic groups within the school.

4. Sharing Success:

Celebrating success is part of the school culture as opportunities are found throughout the year to highlight the academic achievement of all students. Teachers are notified by phone and newsletter regarding the progress as evidenced by the FCAT results. Each year of preplanning begins with celebrating the success of academic achievement for our students. Longitudinal data on FCAT results are provided to the teachers to study the progress in specific content areas.

The school's successes are shared with other schools through leadership team meetings. The principal shares information with area schools on the professional development and teaching strategies during the classroom walkthrough workshops, as the principal serves as a certified state trainer. The assistant principal also takes a leadership position within the district and shares with her peers the gains the school has made.

It is critical that students know about their high level of achievement. This is shared through the morning news program at the beginning of the school year. A school celebration is held, with students, community members, school and district personnel joining in to recognize the outstanding academic achievement. The focus is kept on academic success and the high expectations in the classrooms and throughout the school. The outstanding success in 2009 was celebrated with a school wide parade in the neighborhood. The Indian Harbour Beach mayor, city council members and city manager attended, as well as the Brevard superintendent and area superintendent. In the event of the Blue Ribbon recognition, a special school wide celebration will occur with all stake holders participating in the recognition. Key to the celebration is the participation of students as we sing our school song, stand up and cheer, and march through the streets to wave at the many parents and neighbors who line the streets.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The school's mission is to challenge all students to do their personal best and to set a standard of excellence through the teamwork and dedication of our staff. Teachers achieve this *excellence* by utilizing a variety of instructional methods to enhance student learning at all levels and to meet the unique needs of each of the students from those in Gifted to those requiring targeted intervention strategies. To accomplish these goals, the staff has been thoroughly trained in several excellent instructional models and provided with extensive materials to further the success of all students.

The use of Thinking Maps allows students to link each thinking skill to a unique and visual representation enabling them to move from concrete to abstract concepts. By applying Tomlinson's methodology for differentiation, teachers have developed classrooms where multiple student variations are successfully addressed. Marzano's research-based strategies of instruction specifically help the teachers to maximize positive effects on student learning. Kagan instructional strategies arm the instructional staff with the most successful cooperative learning methods to facilitate efforts to boost student engagement and achievement. Lastly, technology instruction is imperative to assist the students in accessing and organizing the wealth of information to help them meet the continuing demands of the 21st century.

Instruction does not cease after the school day, but continues with a wide diversity of after school activities which augment classroom instruction and carry over into the real world by creating opportunities for students to connect with a new community of learners. These activities involve parents, members of the community and teachers. For example, all genres of literature are brought to life on Slumber Story Night and in Book Talk Club. Science comes alive with Robotics, Science Night, Rocket Club, Entomology Club and Star Gazing Night. The performing arts program offers Mallet Mania, Orchestra, Music Theatre and Art Club. COACH, an after school tutoring program, offers continued instruction to our at-risk students outside of the regular classroom.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Ocean Breeze's reading program is based on a district-adopted, multi-faceted, and research-based core program which targets all six components of systematic reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, Comprehension and Listening/Speaking.

Each classroom is a print-rich environment, featuring a daily reading block of ninety uninterrupted minutes. Teachers address the six components via whole group and small flexible group instruction. They also incorporate learning centers, Marzano's nine high-yield strategies, Kagan cooperative learning activities, Thinking Maps, learning games, foldables, and a variety of other teacher-developed strategies. Technology is incorporated into the activities through the use of programs including Ticket to Read, Classworks, Scholastic Reading Counts, A to Z Reading, FCAT Explorer, and Tumblebooks.

Classroom instructional decisions are based on diagnostic assessment utilizing the Florida Assessment for Instruction in Reading, the Phonemic Awareness Screening Instrument, the Phonics Screening Instrument, the Kindergarten Literacy Survey, the Early Childhood Observation System (Echos), the Scholastic Reading Inventory, Diagnostic Assessment of Reading (DAR), Running Records, and core series assessments. Teacher-made assessments and classroom observations are also applied. Students who are identified as needing intense interventions receive an additional thirty minutes or more of reading instruction daily.

Ocean Breeze has a school wide reading philosophy that encourages students to become lifelong readers. It offers several school wide incentive programs which foster reading and provide guidance to students when choosing independent level reading materials. Ocean Breeze also hosts an annual Family Literacy Night, a Mystery Readers Party, Sunshine State Celebrations and author visits. The school's active PTO and SAC provide financial and volunteer resources, as needed. Together, the staff, parents, students, and community members at Ocean Breeze create a culture of reading that pushes the boundaries of classroom walls and allows students to grow in all subject areas.

Teachers engage in ongoing professional development, which is targeted to improving classroom instruction. Classroom teachers are supported by their grade level team, the exceptional education staff, Media Specialist, Literacy Coach, Response to Intervention (RtI) Specialist, administrators and district personnel.

3. Additional Curriculum Area:

Living on the Space Coast, and seeing live launches of the Space Shuttle and rockets from Kennedy Space Center, provides a natural connection to science and technology for the students at Ocean Breeze Elementary. The Next Generation Sunshine State Standards for Science are supported by the integrated science and technology experiences with the students. All classrooms are equipped with document cameras, projectors, and amplifications systems to allow for multi-media presentations of science concepts. A dedicated Science Classroom provides teachers and students the resources for inquiry-based, applied learning experiences. The activity rotation provides for weekly high-interest activities connected to the grade level expectations by the Science and Technology Teacher. Distance Learning with National Aeronautics and Space Administration (NASA) scientists helps to bring science concepts alive with satellite imagery, astronomical data tracking and analysis, and lessons that link target content with technical resources and terminology.

A commitment to high-interest, applied learning opportunities is supported through the annual Family Math & Science Night. Students and families spend an evening visiting more than 20 activities that link complex science concepts with concrete representations through hands-on activities and student created products. Displayed classroom science projects help to teach students the process of completing an independent project utilizing the scientific method and following a standard format included in a school-created Science Fair Guide.

Extending science beyond the classroom is accomplished through a variety of field-trips, classroom extension activities, and after school activities. Science Week, an annual event of focused high-interest and high-yield activities, helps kindergarten through sixth grade students see science in action through a variety of dynamic activities. Sixth Grade students engaged in specific learning activities that culminate in a visit Kennedy Space Center. Students are given the opportunity to participate in Rocket Club, which explores the many dimensions of the history of rockets, aerodynamic design, and propulsion. Lego Club provides students the opportunity to create robotic structures designed to accomplish a specific set of tasks through both the physical characteristics of the structure and the computer programming to accomplish tasks. Specific tutoring using Tom Snyder's research-based Science Court, is provided to Fifth and Sixth Grade students as part of the after school Academic Support Program.

4. Instructional Methods:

Differentiation of instruction occurs using different instructional modalities, student product, and learning processes. Ocean Breeze Elementary uses the Response to Intervention model to identify students in need of additional support, provide instructional strategies to support learning for all students, and to differentiate learning. Classroom teachers use formative assessments in the classroom to pinpoint a student's strengths and areas of concern in the core curriculum areas. Those students who are working below grade level are discussed with the principal and assistant principal. The Reading Coach or classroom teacher administers additional testing, the PASI or DAR, if the student is reading below grade level. The teacher uses

supplemental lessons which target specific areas indicated by the diagnostic testing. Teachers work with students in small groups and provide individual instruction in the core curriculum areas as needed.

Teachers use Kagan Cooperative Learning structures to adjust the instructional process to fit the needs of the students. Using the eight multiple intelligences, teachers have students using a variety of modalities for instruction and processing information. Student products may vary according the needs of the individual. Technology provides the opportunities for children to create podcasts of their favorite book. Students working at a higher level may choose a more advanced book, while those needing support may choose a book at their level. This variance in instructional materials happens naturally and the students are not identified as working above grade level or below by their peers.

Enrichment is infused in the core curriculum for all content areas throughout the day. Teachers use supplemental materials, such as the McMillan/McGraw-Hill Leveled Readers, Sunshine State Books, and Versa Tiles which provides extended opportunities in mathematics. Teachers continue to address the need of enrichment in the core areas by engaging the students in lessons such as responding to literature on various levels. The media center continues to purchase books which are developmentally appropriate, but at higher reading levels. This allows students who are reading at the ninth and tenth grade reading level to have books readily available to them. Teachers administer the online Scholastic Reading Inventory to determine the reading lexile of a student, and then students may check out books closely aligned to that level.

Each year the School Advisory Council examines the needs for materials which allow for differentiated instruction, such as the Hands-On Equations, and provides the resources for re-teaching and extended learning. Teachers work in curriculum teams to determine school needs and items for individual classrooms.

5. Professional Development:

Ocean Breeze Elementary developed long and short term goals for professional development. In order to meet the professional development needs of the teachers, a data analysis, walkthrough observations and teacher surveys were used to create a five year plan. Based on Marzano's high yield strategies, the school focused on (1) Setting objectives in the class and student-developed objectives, (2) cooperative learning, and (3) non-linguistic representation. Resources were used to study setting objectives, and school teams were trained in Kagan Cooperative Learning and Thinking Maps. The School Advisory Council was instrumental in providing the funding and support for professional development. Each initiative was thoroughly developed during a one-year initiative with follow-up in the Professional Learning Communities. Implementation is monitored through the Professional Learning Communities and classroom walkthroughs. The school-wide initiatives ensure that students develop a thorough understanding of the strategies and can easily use them within the classrooms from kindergarten through sixth grade.

Professional development is provided by the reading coach, school technologist, reading specialist, classroom teachers and school administrators. The principal plays a critical role in planning the trainings, allocating resources, and participating in the workshops alongside the teaching staff. Support staff is also encouraged to participating in professional development opportunities at the school and district.

An annual survey provides information on the implementation of staff development initiatives, the desire for further development in specific areas, and other needs for professional development. The results of the survey are shared with the faculty and School Advisory Council. Teachers are also encouraged to participate in quality professional development offered by the district or other resources. Teams are sent to workshops to bring information back to the faculty and share with grade levels as appropriate. At Ocean Breeze Elementary, professional development is a continual process of investigation, implementation and refinement.

6. **School Leadership:**

School leaders at Ocean Breeze Elementary work alongside the teachers with the focus on student achievement. The principal and assistant principal regularly visit classrooms to see first-hand the magic that happens when students are engaged in high-quality lessons. Collaboration among staff members and school leaders is promoted through Teachers Actively Problem Solving (TAPS), a group formed by the principal to promote shared decision making. Teachers and staff members are valued and supported by school leaders. Active participation in the Parent Teacher Organization (PTO) and the School Advisory Council are two avenues for teacher leadership within the school.

School leaders emphasize the importance of quality instruction. The assistant principal and principal participate in workshops with the teachers to support professional development; they also deliver workshops on cooperative learning, instructional strategies, and other critical professional development sessions. The principal and assistant principal participate in the Professional Learning Communities and Response to Intervention meetings which address specific student needs.

School leaders continuously focus the staff on student achievement. Data is disaggregated with the staff and discussions are led concerning the strengths and areas of concern. Best practices are discussed during faculty meetings and at grade level meetings on a regular basis. Assessment of available resources to support instruction begins with communication with the classroom teacher. The School Advisory Council is notified of specific needs, and the principal secures funding through the school budget or other resources such as grants or donations.

There is a strong connection between the school leaders and the students, and it begins with greeting the students each morning as they arrive at the school. The principal and assistant principal actively participate in special events with the students. The children see the school leadership involved with the Sunshine State Book Celebration, stepping into the Science Classroom to share the fun in building roller coasters, or hearing the fourth grade students play their recorders during music class.

The principal and assistant principal have an open door policy for parents as well. School leaders attend all functions involving parents, such as the PTO meetings, Ice Cream Social & Art Show, and Family Science and Math Night. The school leadership works closely with the PTO to develop the PTO budget which supplements the school budget. The collaborative efforts have secured the funding for the Science Classroom; classroom technology such as document cameras, projectors, amplification systems, digital and video cameras; and classroom supplies for each teacher at the school. The leadership at the school builds partnerships among the stakeholders, and values the collaboration that supports student achievement at Ocean Breeze Elementary.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Florida Comprehensive Assessment Test
 Edition/Publication Year: 2004-2008 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	92	94	98	93	86
Level 4 & 5	71	71	71	64	51
Number of students tested	89	71	74	75	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	3	0	0
Percent of students alternatively assessed	1	1	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	96		100	80	82
Level 4 & 5	63		58	40	27
Number of students tested	27		12	10	11
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	73	83	100	82	80
Level 4 & 5	47	50	40	41	43
Number of students tested	15	18	10	17	15
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students.

Subject: Reading

Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2004-2008

Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	91	89	92	95	90
Level 4 & 5	65	51	65	70	65
Number of students tested	89	71	74	74	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	3	0	0
Percent of students alternatively assessed	1	1	4	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	85		92		91
Level 4 & 5	60		50		55
Number of students tested	27		12		11
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	80	67	80	88	67
Level 4 & 5	47	38	40	50	40
Number of students tested	15	18	10	16	15
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students. There were under 10 students in the Socio-Economic Subgroup for 2007-08 and 2005- 06 school years.

Subject: Mathematics

Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2004-2008 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	94	94	91	88	95
Level 4 & 5	68	55	49	52	60
Number of students tested	78	79	73	77	82
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	1	3	1	1	1
Percent of students alternatively assessed	1	4	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	92			88	82
Level 4 & 5	54			63	18
Number of students tested	13			16	11
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	80		93		79
Level 4 & 5	33		34		21
Number of students tested	15		15		14
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students.

Subject: Reading

Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2004-2008 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	96	92	88	90	99
Level 4 & 5	67	63	63	55	70
Number of students tested	78	79	73	77	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	1	1	1
Percent of students alternatively assessed	1	4	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	100			88	
Level 4 & 5	46			37	
Number of students tested	13			16	
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	81		73	86	92
Level 4 & 5	44		33	50	59
Number of students tested	16	8	15	14	12
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students.

Subject: Mathematics

Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2004-2008 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	90	80	87	86	78
Level 4 & 5	74	47	53	56	48
Number of students tested	86	84	80	84	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	1	1	1
Percent of students alternatively assessed	4	4	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	92	70	79	64	50
Level 4 & 5	67	30	43	27	37
Number of students tested	12	10	14	11	16
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	70	47	55	80	55
Level 4 & 5	20	7	0	30	18
Number of students tested	10	15	11	10	11
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students.

Subject: Reading

Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2004-2008 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	95	89	87	96	90
Level 4 & 5	59	49	57	69	65
Number of students tested	86	84	80	84	89
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	3	1	1	1
Percent of students alternatively assessed	4	4	1	1	1
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	100	80	86	82	75
Level 4 & 5	67	40	57	45	51
Number of students tested	12	10	14	11	16
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	80	67	73	100	45
Level 4 & 5	10	20	45	40	18
Number of students tested	10	15	11	10	11
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students.

Subject: Mathematics

Grade: 6 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2004-2008 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	85	94	89	86	88
Level 4 & 5	48	55	63	47	60
Number of students tested	87	78	89	96	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	71	100	62	71	64
Level 4 & 5	35	36	30	50	36
Number of students tested	14	11	13	14	14
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	62				50
Level 4 & 5	8				50
Number of students tested	13				12
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students.

Subject: Reading

Grade: 6 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2004-2008 Publisher: CTB/McGraw-Hill

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	92	94	89	91	85
Level 4 & 5	61	64	63	62	61
Number of students tested	87	78	89	96	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	1	0
Percent of students alternatively assessed	1	1	1	1	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Level 3, 4, 5	93	91	77	86	43
Level 4 & 5	43	63	69	43	29
Number of students tested	14	11	13	14	14
2. African American Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
4. Special Education Students					
Level 3, 4, 5	85				50
Level 4 & 5	38				33
Number of students tested	13				12
5. Limited English Proficient Students					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					
6. Largest Other Subgroup					
Level 3, 4, 5					
Level 4 & 5					
Number of students tested					

Notes:

Subgroup scores are not available for groups under 10 students.