

PART I - ELIGIBILITY CERTIFICATION

12FL6

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

1. Number of schools in the district 58 Elementary schools (includes K-8)
 (per district designation): 12 Middle/Junior high schools
16 High schools
0 K-12 schools
86 Total schools in district
2. District per-pupil expenditure: 6318

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 3
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	38	25	63
K	40	32	72		7	0	0	0
1	35	37	72		8	0	0	0
2	27	27	54		9	0	0	0
3	26	28	54		10	0	0	0
4	33	33	66		11	0	0	0
5	29	37	66		12	0	0	0
Total in Applying School:								447

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
11 % Asian
5 % Black or African American
7 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
74 % White
3 % 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 2010-2011 school year: 2%
 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, 2010 until the end of the school year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	8
(4)	Total number of students in the school as of October 1, 2010	447
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 2%
 Total number of ELL students in the school: 11
 Number of non-English languages represented: 7
 Specify non-English languages:

Chinese, Spanish, Hungarian, Cantonese, Tamil, Vietnamese, Gujarati

9. Percent of students eligible for free/reduced-priced meals: 16%

Total number of students who qualify: 73

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 41

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>26</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>7</u>
Total number	<u>41</u>	<u>10</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:

17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	%	%	%	%	%

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

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

West Melbourne Elementary School for Science (WMSS) is a public elementary school that consists of grades kindergarten through sixth grade. The school has a vision and mission that guides our daily instruction. Our vision is to establish WMSS as a school that incorporates higher standards in a science enriched environment for students, staff and families. Our mission is to educate today's students utilizing scientific discovery and the implementation of technology to meet the challenges of tomorrow's world. West Melbourne Elementary School for Science is a public school and is considered a School of Choice. The school contains kindergarten through sixth grade and is accredited by the Southern Association of Colleges and High Schools.

Students gain admission to WMSS through a lottery system held every spring for the following school year. The only criteria required to apply for admission is residency in Brevard County. Students attending WMSS must agree to wear school uniforms, abide by a code of conduct for behavior and attendance, and their parents must donate 20 hours of service to the school each year. The core curriculum at WMSS is the same curriculum used throughout the country but WMSS challenges students by providing more academic rigor and by integrating science through all subject areas.

The school specializes each teacher from grades three through six as an effort to provide instruction from the most qualified teacher in math, reading, and science. One teacher in grades 3 through 6 teaches math to all the students in their particular grade level, another teaches reading and another science. Reading, math and science are taught in 90 minutes blocks each day. The school also employs a full time science coordinator that maintains a school lab accessible to all students. The science coordinator meets with each grade level once a week to provide supplemental or enrichment hands-on activities and experiments that correlate with what the students learned that week in their science class. In addition to the inside lab, we also have an outdoor learning lab containing raised beds, a large 20 ft x 20 ft screened butterfly dome, composter, rain barrels, native plant section, pond, and hydroponic growing section. Students utilize the outdoor lab on a consistent basis as a supplement to the learning that occurs inside their science rooms.

WMSS has implemented technology and collaborative teams for the past two years and has experienced an increase in student achievement. All teachers have been trained and utilize technology to engage students in hands-on learning, enhance 21st century skills, and increase student achievement. Every grade level participates in at least two video conferences pertaining to science every year. This allows students to take field trips around the world and experience science in a real time event. Through the use of the video conference system, students get the opportunity to visit with scientists and watch them perform their job tasks like they were right there with them. All science classrooms and the science lab have a one-to-one ratio of laptops to students, digital microscopes, interactive notebooks and digital probes. The non-science classrooms also utilize technology to enhance student learning and engagement. All classrooms contain projectors, document cameras, and amplification systems. Smart Boards or E-Beams, interactive notepads, student response systems, iPads, Nook e-readers and iPods are in many of the classrooms. Every classroom that is not equipped with laptops has four to six desktop computer stations for student use. Two math classrooms and one primary classroom also have a one-to-one ratio of computers to students. Additionally, WMSS has two computer labs and a mobile laptop lab available for teachers to check out.

Collaborative teams have also been instrumental in changing the focus of the school. Teachers meet weekly with their grade level to discuss student data, research best practices, design learning strategies and monitor student progress. Teachers also meet once a month in vertical articulation teams to plan and discuss each subject area. This collaboration, along with the consistent use of technology has been the most noteworthy accomplishment for WMSS.

WMSS has experienced much success by utilizing higher expectations, collaboration and technology to improve student achievement. As a result, the learning gains for all students increased and WMSS was ranked as the number one elementary school in Florida for 2011. We attribute our success to teamwork between parents, teachers, administration, students and community members as we strive to meet our vision and mission.

1. Assessment Results:

A. Since the school was formed, West Melbourne Elementary School for Science student assessment results on the state assessment system, Florida Comprehensive Assessment Test (FCAT) have consistently exceeded the state and district averages every year. The FCAT is a criterion-referenced assessment that measures benchmarks in reading, math, science and writing. There are five achievement levels ranging from 1 (lowest) to 5 (highest). Proficiency is equated to a score of 3 or higher in mathematics, reading and science. Level 1 and 2 are considered below proficient, and level 4 and 5 indicate higher than proficient or advanced. The school's accountability report is found at <http://schoolgrades.fldoe.org>. WMSS has also made Adequate Yearly Progress (AYP) every year.

Even though the scale scores have been high and have exceeded the state and district scores, we were not satisfied with our students' learning gains. We reviewed data from 2006 until 2010 and found that many students were achieving at a proficient or advanced level but were not showing a learning gain. Florida utilizes developmental scores to determine learning gains for students. A specific developmental score increase represents a learning gain in math and in reading. The increases are also linked to specific grade levels as well. A learning gain is considered to be a year's worth of learning. We found that many of our students were not demonstrating a learning gain. This became our goal from 2009-2011. We worked to help every student experience a learning gain, a year's worth of learning, regardless of their level of performance. Making learning gains our focus for two years really paid off when WMSS was ranked 1st in the state for FCAT scores and learning gains!

B. Analyzing student data in reading over the last five years shows the percent of students scoring proficient at 3rd grade has been 98%-100%; at 4th grade, 95%-100%; 5th grade, 95%-98%; and 6th grade, 95%-100%. We wanted 100% proficiency at all grade levels and wanted every student to experience a learning gain. Therefore, we implemented collaborative teams, research based strategies and technology to help facilitate learning. In addition, a school reading committee was formed and charged with dissecting specific strand weaknesses and strengths. Vertical articulation teams were also formed for reading. The reading committee's findings were then shared in vertical articulation meetings and in collaborative teams. As improvement plans were developed, the need for curriculum mapping became a priority. Each grade level created a grade level curriculum map for reading and then merged that into one document spanning from kindergarten to sixth grade. This map became the foundation as collaborative teams utilized the map, student data and strategies to increase student achievement in reading. Additionally, Success Zone was incorporated for 30 minutes a week in each grade level. During success zone, at-risk students, or students falling in the lowest 25%, were targeted and provided specific remediation to meet their needs. The remaining students were given additional practice or enrichment in reading during Success Zone. Furthermore, professional development opportunities were attended and learning was shared. Nook e-readers were also employed in all 3rd through 6th grade classrooms. As a result of our efforts, in 2011, grades 3, 4 and 6 had 100% proficiency and grade 5 had 98%. The number of students scoring at the advanced level (Level 4 and Level 5) and learning gains increased from 2010 to 2011 for every grade level.

When examining student data for math over the last five years, the students scoring proficient were: 3rd grade, 96%-100%; 4th grade, 97%-100%; 5th grade, 91%-97%; and 6th grade, 94%-100%. Math proficiency and learning gains for WMSS were also targeted at 100% for each grade level. Vertical articulation teams were formed for math with each grade level represented (kindergarten through sixth grade). Once again, the need for curriculum mapping was evident and a map was created at each grade level resulting in a K-6 map. The math curriculum map was utilized in collaborative teams and student data was analyzed benchmark by benchmark within the state standards. Professional development opportunities were encouraged and supported for math. In fact, some in-house opportunities from district math personnel were provided as a means of targeting our specific math needs. Technology training was

also provided in-house to assist with student acquisition of math standards. Student responder systems were utilized to give teachers immediate formative feedback, and Smart Boards, E-Beams, laptops and computer software were used to help students practice or enrich skills. Before and after math clubs were formed and students needing additional assistance were invited to attend. Students needing enrichment were pulled by our gifted teacher once a week for 30 minutes. In 2011, due to our concerted efforts, Grade 3 remained at 100% resulting in our 3rd grade having 100% proficiency for the last four years. In addition, proficiency in math for 6th grade increased from 95% to 98%. We were disappointed that 4th grade fell from 100% to 98%. However, after analyzing 4th grade data, we found that learning gains increased, and the number of advanced level students in our Free and Reduced, African American and Hispanic subgroups increased. 5th grade and 6th grade also showed an increase in the number of student scoring at the advanced level.

2. Using Assessment Results:

The Florida Comprehensive Assessment Test (FCAT) is the assessment that determines if students are achieving below a proficient level, at a proficient level, or above a proficient level and is administered at grades 3 through 10. The school utilizes the FCAT results through the School Advisory Committee (SAC), a collaborative effort between faculty, staff, administration, parents and community members to analyze the data and create school improvement goals that focus on increasing student achievement. Goals are established for FCAT reading, math, science and writing. SAC looks at materials, professional development, and other school needs and align those with the SAC budget. SAC also advises the principal on the school budget and gives suggestions for utilizing funds in an effort to meet the school's goals. After the creation of agreed upon school goals, strategies and timelines are designed to ensure the goals are met. Even though all parents can attend the SAC meetings, usually only the SAC members attend. We want to share our FCAT data and our school improvement plan with all stakeholders. Therefore, we also hold school wide parent meetings and present this information each year. In addition, orientation meetings are held twice per year for parents interested in applying for the next school year. At these meetings, the vision and mission of WMSS, along with FCAT data are shared with those attending.

After the school improvement plan is created, the teachers create individual professional growth plans. Their plans must align with the school improvement goals and target increasing the teachers' effectiveness in promoting student achievement in mathematics, reading, science, and writing. The teachers meet weekly in collaborative teams within our Professional Learning Community (PLC) to analyze individual strand performance in reading, mathematics and science. The writing performance for each student is also analyzed. Next, the teachers find research based strategies that can be implemented to address skill deficiencies identified by the strands. These strategies consist of Brevard's Effective Strategies for Teachers (B.E.S.T.), instructional practices aligned with the Florida Educator Accomplished Practices, or training in other instructional methods that could address identified weaknesses. The teachers give a pre-test to assess each student's knowledge or skill level on particular strands needing to be addressed. The teacher then implements and monitors progress using the identified research based strategy for at least one semester and administers a post- test to assess each student's mastery of the skill. Each teacher sets a goal of 100% learning gains or a certain percentage of increase in the skill areas needing to be refined. The teachers chart the students' progress on a data board and discuss the results at every collaborative team meeting. The teachers that teach activity classes, special education, gifted student program, as well as the media specialist and guidance counselor are included in a specific grade level collaborative team with classroom teachers. The teachers also meet with an administrator to discuss their professional growth plan. Another meeting takes place mid-year to discuss the teacher's progress in meeting their goal. At the end of the year, an additional meeting is held to determine growth and whether the teacher's goal was met.

Teachers maintain web pages that connect to EdLine. If a student shows unsatisfactory progress, West Melbourne Elementary School for Science teachers are required to notify parents by phone or email. Outstanding academic performance is recognized through the "Student of the Month" program; two students at each grade level are selected. The "Principal's Tea Party" and the "Principal's Book Club" are

held to promote reading celebrations. At the end of each nine week period, an honor roll ceremony is held for “A” and “AB” honor roll students and their parents are invited to attend. Additionally, in the fall and in the spring, an academic award ceremony is conducted for each grade level where parents are invited to celebrate their child’s successes and recognitions. In 2011, over 95% of the students were recognized for their academic achievements.

Communication is continuous and ongoing between the school and parents. Emails are sent to parents through EdLine on a daily basis, the school marquee runs continually showing important school information, and Synervoice is used to send messages to parents by phone. Another form of communication is the publishing of a monthly on-line newsletter and a Monday Report that is published on-line weekly to remind parents of upcoming events for that week. Also, an annual parent on-line survey allows the school to gather information about what parents think is working and also gives us suggestions for improvement.

3. Sharing Lessons Learned:

West Melbourne Elementary School for Science (WMSS) shares its successes with other schools through a variety of avenues. Successful programs and strategies implemented at WMSS are presented not only to communicate specific programs or practices that have increased student achievement, but to offer ideas and results for other schools to consider. Examples are: Science teachers presenting a make-and-take at regional science conferences; Principal presenting a video showing technology usage at WMSS at a state technology conference, and the Science Coordinator sharing best practices at various schools and in-services. Other meetings where success sharing occurs are: Brevard County area leadership meetings, school feeder chain meetings, curriculum contact meetings, district department chair meetings, and district counselor chair meetings. Often successes are portrayed through the local newspaper and Brevard Public Schools cable broadcast channel. Some successes have even been broadcast on television by two separate stations. WMSS will continue to share successes with other schools in the modes listed here and pursue additional methods of communicating programs and practices that have been implemented and have resulted in increased student achievement.

We have also been presenters and have collaborated presenting each of the 6 modules of Brevard’s Effective Strategies for Teaching (BEST) with another school in our district. This has been very beneficial to both schools as we have different student populations and have learned quite a bit from each other. Our fourth, fifth, and sixth grade teachers have also collaborated with a local university and their resident scientists for the InSTEP program. Here, graduate students have been partnered to work on campus with teachers/students at our school to enrich inquiry-based ocean related science into the classroom. Last year, two teachers at our school were chosen with their InSTEP graduate students to present one of their lessons and share their experiences at the annual graduate K-12 conference held in Washington, DC.

4. Engaging Families and Communities:

West Melbourne Elementary School for Science (WMSS) encourages parent participation and requires 20 hours per year of volunteer service to the school from the parents. We offer opportunities for parents to help maintain our outdoor learning lab by hosting garden days once per month where students and parents work together to beautify the area. Each grade level also hosts a different science info night to allow parents and students a forum to learn more about science fair project requirements. A science make and take is also held during the time science boards are due for science fair. This allows the parents and students to assemble the science boards together while having a teacher available to answer any questions. A similar info night is hosted for 4th grade parents to learn about Florida’s Comprehensive Assessment Test (FCAT) in writing. Parents and their child practice scoring writing assignments using the scoring rubric utilized by the state.

WMSS also requires each teacher to have a least one face to face conference with each parent each semester. Teachers must also contact a parent whenever a student earns a “D” or “F.” Another strategy

employed at WMSS is a “no zero policy.” Students not completing homework cannot receive a zero but must make up the work. This allows students to show the teacher whether or not they have mastered the standard taught. It is our philosophy that a zero cannot provide information to the teacher of whether the student did not complete the assignment due to lack of mastery or just choice.

WMSS also strives to engage families and the community through the School Advisory Committee (SAC) and business partners. Working with the local police department, businesses, district leaders and community leaders, we are able to provide evening meetings that address student and parent issues. We also invite and encourage parents to assist with multiple endeavors throughout the school year.

1. Curriculum:

West Melbourne School for Science holds a school-wide commitment of high expectations for all students. A focused, standards-based curriculum in a science enriched environment is the core of all educational activities throughout our school. On-going progress monitoring, formative and summative assessments and differentiated instruction are used to ensure individual student needs are being met. During our daily intervention block, at-risk students are targeted and provided with remediation as needed in all subjects. WMSS also takes pride in a strong Gifted Student Program that serves students in grades K-6. In addition, we also provide an Enrichment Program which focuses on challenging our Levels 4 and 5 students who are high achieving, but may not qualify for the Gifted Student Program.

West Melbourne focuses on the essential elements of literacy. Reading teachers make the most of a 90-minute reading block. Each block contains a whole group and small group lesson; teachers read aloud, a phonics lesson and interactive literacy centers. Teachers differentiate instruction according to individual learning needs and abilities. The core curriculum, differentiated materials, and classroom sets of electronic readers are utilized to meet the needs of all readers. WMSS also integrates reading and writing skills throughout the school day in all areas of curriculum.

During Mathematics, teachers incorporate hands-on manipulatives, real-life examples, and supplemental materials to teach the standards. Problem solving and higher order thinking skills are used to help drive instruction and challenge students to perform at advanced levels. Instruction is differentiated as needed.

The components of WMSS's science curriculum supports helping students become scientifically literate citizens. Student centered classrooms provide quality hands-on inquiry-based opportunities by fostering critical thinking and problem solving while having students actively use technology. Specialized science teachers are assigned in grades 3 through 6 for 90 minutes per day, and students are scheduled with the Science Coordinator for 60 minutes one time per week. WMSS also partners with two universities. Biologists from University of Florida provide a Critical Thinking Lab with primary students where students use critical thinking skills to identify an "unknown," give an "initial theory" about the object, derive theories based upon the facts in front of them, research the "unknown," and after a week, give a "final theory" about the object.

Additionally, WMSS has partnered with Florida Institute of Technology (FIT) for the last two years. The Integrated Science Teaching Enhancement Partnership (InSTEP) is a collaboration that fosters student interest in science while boosting teacher confidence in science content and inquiry-based instruction. Graduate STEM fellows from FIT's science departments are partnered with WMSS teachers to design and pilot a series of lesson plans and activities using "Ocean Discovery" as a common theme. Lesson plans are based on state and national standards and include demonstrations and inquiry-based activities that rely heavily on experimentation and problem solving.

The social studies program is correlated with other areas of the school. The curriculum is taught through the core series, utilizing textbooks, technology, literature and cooperative learning. Students are also exposed to life-long learning through Character Education and a program which integrates and supports all areas of the curriculum.

Our physical education, music, and art programs follow state guidelines and integrate other curricular areas. WMSS also offers a unique computer class where students build a computer from parts. Another unique aspect of our school includes the Media Specialist and Technology Specialist collaborating weekly with classroom teachers to plan innovative lessons utilizing technology.

2. Reading/English:

Our school follows the “Fail-Safe Literacy System Plan” put out by the district. We believe strongly in step one in which we: “Commit to all students being joyful, independent readers and writers with equal access to the standards-based curriculum”.

That being said, we follow the guidelines put in place by the district along with making sure that we cover all Next Generation Sunshine State Standards (NGSSS). Within the standards, we have a lot of room to be creative in how we cover them. To provide enrichment and support, we use different types of literature and differentiate the work. We meet in collaborative groups and assess the needs of our students as individual readers. We follow best practices including Marzano, Kagan, Thinking Maps, Bloom’s, Haggerty, Daily Five and many others. We are constantly seeking out professional development to expand our skill set and stay abreast of current research practices.

During our collaborative team meetings, we discuss the needs of all our students and brainstorm ways we can best meet their needs. We use diagnostic tools such as Florida Assessment in Reading (FAIR), Running Records, DRLAs, previous FCAT, QRI, DAR, AR and any formative assessments to guide our discussions. We track progress and form groups using a data board. For our below level readers, we start the Response to Intervention (RtI) process and respond using the different tiers with interventions.

Because we specialize in content areas, we also meet with teachers of other grade levels in Vertical Articulation meetings to further address the needs of students as they move through elementary school. Additionally, we have Success Zone once a week where we are able to give an additional half hour remediation, practice, or enrichment to students in the content area of reading based on classroom performance and student data.

Our school celebrates literacy in a variety of ways. The principal meets with readers from all grade levels once a month to read and discuss literature or nonfiction texts. These students are then invited to a celebration at the end of the month. Our Media Specialist has different reading incentives and reading nights where teachers and parents come out to read. We have also participated in Barnes and Noble night with guest readers and student performances.

3. Mathematics:

The mathematics curriculum we teach at West Melbourne School for Science is aligned with Florida’s Next Generation Sunshine State Standards (NGSSS). Teachers also utilize the National Council for Mathematics (NCTM) five process standards to assist students in developing a deeper understanding of mathematical concepts. Throughout a typical mathematics lesson, one would observe the implementation of problem solving, reasoning and proof, communication, connections, and representation of various concepts. At WMSS, the third through sixth grade teachers are specialized so there is only one math teacher per grade level. This has helped our students tremendously by ensuring all students are receiving the same core instruction and curriculum as well as establishing common assessments across the grade level.

Teachers utilize the Envision math series. The online components of this curriculum have assisted children in many different facets. Each grade level has an online textbook that students use in their classrooms and at home. In math, the teachers integrate 21st century technology skills with each math lesson while raising the level of student engagement. Lessons include videos, games, enrichment, and remediation activities for students depending on how they are performing on a specific standard. Formative and summative assessments are also conducted and used to gauge instruction. After a student completes an assessment online, the teacher assigns the student either enrichment or remediation activities. In addition to students receiving these activities on the computer, their teachers are constantly working to analyze data and ensure each student is receiving differentiated instruction. Struggling students are pulled daily to work in small group settings with their mathematics teachers on areas of

weakness or concern. Teachers also assign specific intervention activities through the Envision online component that students use to help strengthen their skills. Many of our students participate in our gifted education program weekly and are provided opportunities to involve the five NCTM process standards into real life mathematical situations. Since WMSS is a school of science, the science teachers integrate many mathematical concepts into their daily science lessons. Since mathematics is taught as an interconnected subject, teachers and students are able make connections between mathematical ideas and the real world.

4. Additional Curriculum Area:

To align with our mission to educate today's students utilizing scientific discovery and the implementation of technology to meet the challenges of tomorrow's world, West Melbourne School for Science (WMSS) strives to create students who excel across the curriculum and can apply their learning to real world experiences.

WMSS has found success in partnering with families to ensure that science is supported and encouraged in our students' homes. Science nights are held on a regular basis. These fun-filled, information packed evenings bring families back to school to engage in hands-on science activities. Additionally, students are able to take home scientific inquiry activities to experiment with at home. These events excite both students and parents through hands on engagement and foster a lifelong love for exploration and learning.

The fine arts program uses content standards to help enhance the science curriculum. Students learn about scientist/artists like da Vinci; do projects based on Florida wildlife and the natural environment, and use the scientific skills of observation and analysis when creating art and also when talking about art. Students also use Animation-Ish software to develop animated art that correlates with science concepts such as the water cycle or life cycle. In physical education, students use and expand their knowledge of health and the human body as they integrate science learning . In music, the students incorporate science into daily lessons such as studying different types of sound and how they are produced. Also, social studies and writing are aligned with science and taught thematically through the collaboration of content teachers and the use of technology.. Technology is consistently infused throughout all content areas, including the special areas.

Another example of incorporating multiple curriculum areas to support our vision would be our annual Spring Fest. This festival celebrates language arts, science, music, and the visual arts. Student artwork in a variety of mediums is displayed across the campus. Science projects are displayed. The chorus performs for hundreds of students and their families. Throughout our school gardens, students read their own poetry and play on a variety of musical instruments.

5. Instructional Methods:

At West Melbourne Elementary School for Science it is necessary we address and meet the diverse needs of our students. We are fortunate to be able to meet these needs in many ways and through many subject areas. About one-third of our teachers are in the process of completing five gifted courses to acquire gifted endorsement. The remainder of teachers will be completing this endorsement over the next two-three years. This will allow all our teachers to obtain more differentiated strategies to meet the needs of all students including our higher performing students.

Instruction is differentiated at our school by the use of choice "menus." Students are able to choose off of a menu board as to which activity they feel is a good fit for them. The choices all meet the state standards but vary by complexity. An example for reading would be: when working on identifying sight words or word patterns, choices may include: using letter tiles to build and write words on whiteboards, finding words in a text when reading with a buddy, using Nook e-readers in small groups to find/highlight/discuss words and word meanings, or using the interactive white board to play a sight word/word pattern game. Students also love using laptops to work in Education City reading folders. Those who enjoy puzzles may

choose a word puzzle to complete on their own or for writing to use the weekly sight word or word patterns in writing. All students also meet with the teacher in a small group for literature circle type activities that are created to meet individual needs. All of these options enable students and teachers to find a “good fit” for each student’s learning needs.

Differentiation needs are also met by providing hands- on and minds- on experiences where students are able to be inquisitive and guide their own learning. Manipulatives and technology guide much of our instruction. We have science integrated throughout all curriculum areas and provide independent inquiry opportunities through high level, yet relevant, experiences.

6. Professional Development:

Professional Development (PD) at WMSS is aligned with a desire to maximize student achievement within a well rounded education. With focus on building relationships and continuous review of multiple sources of formative and summative assessment data, children’s growth is core. Our PD integrates staff reflection on student progression within Florida’s standards, the framework of 21st century skills and gifted benchmarks. In addition, we utilize input from annual client surveys, giving voice to parents, students and the community. This ensure our PD accounts for multiple stakeholders in effort to achieve the most effective and positive impact on student attainment of Florida’s benchmarks and longer-term, life skills.

Through PD, we strive for all children to attain a year’s worth of learning, if not more. For example, when district and school data was disaggregated, staff identified a trend of gifted underachievement. In response, our principal and almost half of our instructional staff volunteered to participate in five gifted endorsement courses; a yearlong commitment that is improving differentiation and challenge for our gifted population while raising academic achievement of all WMSS students through stronger, innovative lessons that encourage creativity and problem solving.

Teachers create a Professional Growth Plan (PGP) based on reflection of student results, their instructional practice and current research. Continuous improvement is individualized as in-services align with personally designed stretch goals. Some targets for this year include: the Daily 5, Kagen, meta-cognition and creative problem solving, as well as other research-based interventions linked to increasing student achievement. PD classes are offered during the day, evenings or on-line through Blackboard, to encourage success with PGPs.

Although PD is becoming more individualized, the impact is wide spread. During weekly grade level meetings, collaborative team meetings, and monthly vertical articulation, data is analyzed within the frameworks of benchmarks, depth of complexity, and instructional experience. Teachers collaborate looking for dips or trends that show where students need intervention or different types of instruction. Therefore, student data and personal growth drive our professional development. WMSS teachers also gain PD in real-world science through mentoring young marine, meteorological and herpetology researchers; who in turn gain understanding of education and curriculum design. Students benefit through lessons where teachers and scientists team to enhance their science instruction.

7. School Leadership:

At West Melbourne School for Science the Principal and Assistant Principal are an integral part of the day to day collaboration amongst teachers, staff, parents and students. The school’s mission is to educate today’s students by utilizing scientific discovery and the implementation of technology to meet the challenges of tomorrow’s world. The leadership in the school clearly promotes and practices this mission through multiple facets. Administration believes that through the use of technology and focus on individual student learning, that we are capable of achieving high standards for all students.

Each teacher collaborates with administrators through collaborative teams within our Professional

Learning Community, grade level meetings, faculty meetings, vertical articulation, and other professional development opportunities. The principal and ten teachers are currently attending classes to become gifted endorsed. The principal will become a trainer and the goal is to have all teachers at West Melbourne earn a gifted endorsement as part of our professional development plan. The assistant principal assists teachers with online curriculum components and holds training sessions to support teachers in their quest to learn how to incorporate technology into their classrooms. Administration also works with teachers on a daily basis to ensure understanding of our new performance appraisal system.

Relationships are built upon discussions between teachers and administrators about best practices, assessments, and collaborative ideas. West Melbourne is in its second year of implementing the Professional Learning Community process and the research that drives it. Teachers and administrators meet weekly to discuss student work, designing of formative and summative assessments, and the results that stem from them. Data boards are used to track student progress in all grades and serve as a spring board for discussion during the weekly meetings. Through participation in collaborative teams, teachers and administrators have been able to identify, investigate, and eventually solve problems associated with individual student learning.

The philosophy evident at West Melbourne School for Science is all shareholders to focus on a shared purpose of educating each student to their fullest potential by creating lifelong learners. This is achieved through collaboration, relationship building, and dedication every day by everyone.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	100	100	100	100	96
Level 4, 5	89	96	96	91	85
Number of students tested	52	54	54	54	53
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5		100			
Level 4, 5		100			
Number of students tested	6	10	6	4	9
2. African American Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	1	2	2	4
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	6	5	3	1
4. Special Education Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	6	2	4	1
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	1	1			
6. Asian					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	3	8	2	6
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2007-2011 Publisher: Florida Dept. of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	100	98	100	98	98
Level 4, 5	90	93	81	76	75
Number of students tested	52	54	54	54	53
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5		100			
Level 4, 5		91			
Number of students tested	5	11	6	4	9
2. African American Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	1	2	2	4
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	6	5	3	1
4. Special Education Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	6	2	5	1
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	1	1			
6. Asian					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	3	9	2	6
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	98	100	97	100	98
Level 4, 5	77	78	85	79	72
Number of students tested	65	64	66	65	64
Percent of total students tested	100	100	100	98	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5	100				
Level 4, 5	83				
Number of students tested	12	8	7	7	7
2. African American Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	3	4	4	2
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	9	5	4	1	3
4. Special Education Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	6	3	5	2	3
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2		1		
6. Asian					
Level 3, 4, 5		100			
Level 4, 5		89			
Number of students tested	2	10	6	8	3
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	100	97	100	95	98
Level 4, 5	82	78	79	82	86
Number of students tested	65	64	66	65	63
Percent of total students tested	100	97	100	97	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5	100				
Level 4, 5	92				
Number of students tested	12	8	7	7	7
2. African American Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2	3	4	4	2
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	9	5	4	1	3
4. Special Education Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	6	3	5	2	3
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2		1		
6. Asian					
Level 3, 4, 5		90			
Level 4, 5		80			
Number of students tested	5	10	6	8	3
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	97	97	96	98	91
Level 4, 5	84	77	76	86	68
Number of students tested	64	65	66	65	65
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5		100			
Level 4, 5		40			
Number of students tested	6	10	9	6	5
2. African American Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	5	2	2	6
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	5	4	2	4	3
4. Special Education Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	6	2	3	4
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested		2			
6. Asian					
Level 3, 4, 5	90				
Level 4, 5	90				
Number of students tested	10	5	8	4	3
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Florida Comprehensive Assessment Test

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	98	95	100	98	97
Level 4, 5	78	77	76	85	83
Number of students tested	64	65	66	65	65
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5		100			
Level 4, 5		70			
Number of students tested	6	10	9	6	5
2. African American Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	5	2	2	6
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	5	4	2	4	3
4. Special Education Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	5	2	3	3
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested		2			
6. Asian					
Level 3, 4, 5	90				
Level 4, 5	90				
Number of students tested	10	5	8	4	3
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Florida comprehensive Assessment Test
Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Feb	Mar	Mar
SCHOOL SCORES					
Level 3, 4, 5	98	95	98	100	94
Level 4, 5	86	81	91	82	83
Number of students tested	64	64	65	66	65
Percent of total students tested	0	98	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	98	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5	91	100			
Level 4, 5	73	90			
Number of students tested	11	10	7	3	5
2. African American Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	5	2	3	6	7
3. Hispanic or Latino Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	2	4	3	1
4. Special Education Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	4	2	1	3	6
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	2				1
6. Asian					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	6	8	5	3	3
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Florida Assessment Test

Edition/Publication Year: 2007-2011 Publisher: Florida Department of Education

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Level 3, 4 ,5	100	100	98	95	100
Level 4, 5	84	77	86	74	78
Number of students tested	64	64	64	66	64
Percent of total students tested	100	100	97	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4 ,5	100	100			
Level 4, 5	64	100			
Number of students tested	11	10	7	3	6
2. African American Students					
Level 3, 4 ,5					
Level 4, 5					
Number of students tested	5	2	3	6	7
3. Hispanic or Latino Students					
Level 3, 4 ,5					
Level 4, 5					
Number of students tested	4	2	4	3	1
4. Special Education Students					
Level 3, 4 ,5					
Level 4, 5					
Number of students tested	4	2	1	3	5
5. English Language Learner Students					
Level 3, 4 ,5					
Level 4, 5					
Number of students tested	2				1
6. Asian					
Level 3, 4 ,5					
Level 4, 5					
Number of students tested	6	8	4	2	3
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3, 4, 5	98	97	97	99	94
Level 4, 5	83	82	86	84	76
Number of students tested	245	247	251	250	247
Percent of total students tested	75	99	100	99	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	24	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5	97	100	96	100	96
Level 4, 5	77	71	82	90	77
Number of students tested	35	38	29	20	26
2. African American Students					
Level 3, 4, 5	100	100	100	100	100
Level 4, 5	92	81	81	85	68
Number of students tested	13	11	11	14	19
3. Hispanic or Latino Students					
Level 3, 4, 5	95	94	93	100	
Level 4, 5	65	70	93	100	
Number of students tested	20	17	15	11	8
4. Special Education Students					
Level 3, 4, 5	88	100	100	91	100
Level 4, 5	66	70	40	49	42
Number of students tested	18	17	10	12	14
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	5	3	1	0	1
6.					
Level 3, 4, 5	95	100	100	100	100
Level 4, 5	95	92	92	88	93
Number of students tested	20	26	27	17	15
NOTES:					

12FL6

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Level 3, 4, 5	99	97	99	96	98
Level 4, 5	83	80	80	79	80
Number of students tested	245	247	250	250	245
Percent of total students tested	100	99	99	98	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level 3, 4, 5	100	100	100	100	100
Level 4, 5	79	82	75	70	74
Number of students tested	34	39	29	20	27
2. African American Students					
Level 3, 4, 5	100	90	100	92	94
Level 4, 5	76	63	81	85	63
Number of students tested	13	11	11	14	19
3. Hispanic or Latino Students					
Level 3, 4, 5	100	100	100	100	
Level 4, 5	75	70	100	63	
Number of students tested	20	17	15	11	8
4. Special Education Students					
Level 3, 4, 5	94	74	100	84	83
Level 4, 5	61	62	40	38	24
Number of students tested	18	16	10	13	12
5. English Language Learner Students					
Level 3, 4, 5					
Level 4, 5					
Number of students tested	5	3	1	0	1
6.					
Level 3, 4, 5	95	96	100	94	100
Level 4, 5	91	92	85	87	86
Number of students tested	23	26	27	16	15
NOTES:					

12FL6