

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

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

School Mailing Address 100 Indian Trace
(If address is P.O. Box, also include street address.)

Weston Florida 33326
City State Zip Code+4 (9 digits total)

County Broward State School Code Number* 3461

Telephone (754) 323-5500 Fax (754) 323-5540

Web site/URL www.eaglepointschool.com E-mail marelise.leclerc@browardschools.com

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. James Notter (Interim Superintendent)
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Broward County Public Schools Tel. (754) 321-0000

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Beverly A. Gallagher
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
 - 138 Elementary schools
 - 42 Middle schools
 - 0 Junior high schools
 - 32 High schools
 - 61 Other

273 TOTAL

2. District Per Pupil Expenditure: \$ 5225
 Average State Per Pupil Expenditure: \$5152

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.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	75	87	162	8			
1	112	105	217	9			
2	81	110	191	10			
3	121	102	223	11			
4	117	105	222	12			
5	126	124	250	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							1265

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:
- 44 % White
 - 3 % Black or African American
 - 48 % Hispanic or Latino
 - 5 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 14%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	88
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	96
(3)	Total of all transferred students [sum of rows (1) and (2)]	184
(4)	Total number of students in the school as of October 1	1326
(5)	Total transferred students in row (3) divided by total students in row (4)	0.138
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 21%
261 Total Number Limited English Proficient

Number of languages represented: 17

Specify languages: English, Spanish, Korean, Portuguese, Chinese, French, Urdu, Hebrew, Tagalog, Mandarin, Albanian, Malayam, Farsi, Telugu, Russian, Serbian, Kwakiul

9. Students eligible for free/reduced-priced meals: 18%

Total number students who qualify: 223

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11_%
 144_ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> 1_ Autism	<u> </u> 0_ Orthopedic Impairment
<u> </u> 0_ Deafness	<u> </u> 14_ Other Health Impaired
<u> </u> 0_ Deaf-Blindness	<u> </u> 21_ Specific Learning Disability
<u> </u> 1_ Emotional Disturbance	<u> </u> 77_ Speech or Language Impairment
<u> </u> 0_ Hearing Impairment	<u> </u> 0_ Traumatic Brain Injury
<u> </u> 0_ Mental Retardation	<u> </u> 0_ Visual Impairment Including Blindness
<u> </u> 30_ Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> </u> 2 <u> </u>	<u> </u> 0 <u> </u>
Classroom teachers	<u> </u> 63 <u> </u>	<u> </u> 1 <u> </u>
Special resource teachers/specialists	<u> </u> 10 <u> </u>	<u> </u> 2 <u> </u>
Paraprofessionals	<u> </u> 8 <u> </u>	<u> </u> 5 <u> </u>
Support staff	<u> </u> 4 <u> </u>	<u> </u> 0 <u> </u>
Total number	<u> </u> 87 <u> </u>	<u> </u> 8 <u> </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate. * *Due to additional teachers – class-size reduction*

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	93%	91%	91%	91%	92%
Teacher turnover rate	*15%	*20%	*22%	10%	Not available
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III – SUMMARY

Eagle Point Elementary opened its permanent 12 acre nest in 1995 with eyes focused on its motto, “Soaring on the Wings of Confidence and Vision.” The school continues to carry the torch for learning in order to accomplish its mission: *To encourage our students to become life-long learners, we will foster partnerships with parents, students, staff, and community. Together we will provide challenging educational opportunities to develop responsible, confident, and productive citizens.* Through an academic foundation, every child is enveloped in a safe, caring, nurturing environment. The school’s diverse, multicultural population is taught through a curriculum that emphasizes high expectations for all students while addressing individual needs. A dedicated faculty implementing strategies that promote critical thinking and problem solving is committed to this goal. All teachers are designated as highly qualified, with eight teachers earning National Board Certification.

Eagle Point is truly a school that excels! The school was named the #1 elementary school in the state of Florida for 2006, based on the high achieving test scores on the Florida Comprehensive Assessment Test (FCAT). For the sixth consecutive year, the school earned the grade of “A.” Other recent achievements include the Florida Five Star School Award (10 consecutive years) for business, community, and parent involvement; Florida’s Little Red Schoolhouse Award (2006) for “Planet Eagle, Exploring Earth’s Biomes”(one of three winners in the state); Florida’s Golden State Award for volunteer hours (11 consecutive years); and the District’s Quality Sterling Award (2005) for “”Doing it Write.”

Although academic excellence is a priority, the staff realizes the importance of developing character education. The Soaring Eagles of the Month - Kids of Character Program features 62 students monthly on the WNEST closed circuit Morning News Show for noteworthy character actions.

Giving back to the community is of critical importance to Eagle Point. The school created *Rays of Hope*, a recognized project whereby students contributed money along with encouraging messages to children affected by Hurricane Katrina. Every September 11, the students honor the community’s first responders with written thoughts as well as baskets of gratitude. The annual Food and Toy drives provide hundreds of baskets for foster children and others in need. Participation in the American Cancer Society’s Relay for Life, Juvenile Diabetes Walk for a Cure, and Footprints for Autism are annual events that show support for causes that have touched lives within the Eagle Point Family.

The school is a leader in technology. All classrooms are networked to a server and to the internet. Technology is integrated into all areas of the school from communication to data management to student research. This is accomplished through Distance Learning, Promethean Interactive Boards, Riverdeep Internet Learning, Successmaker Independent Learning and a multitude of software programs. Each classroom has 4-6 computers, as well as usage of 11 wireless carts and two dual platform labs. All teachers have laptops that enhance their ability to delve into data analysis and curriculum enrichment.

Extra-curricula activities and distinctive classes abound at the school. Students are given the opportunity to be a Safety Patrol and a Student Council member. The Math, Art, Science, and Book Clubs as well as the Soaring Singers and Teachers of Tomorrow all promote self-esteem while enriching the whole child. The arts and other specialties are emphasized with classes in music, art, science, technology, guidance, vocabulary, media, and physical education. Every day all students receive instruction in one of these “specials” by a teacher with certification in the specified field.

Eagle Point’s success is the result of a collaborative partnership with school, parents, and the community. The PTA, Foundation, School Advisory Forum, and School Advisory Council are all organizations that promote parent, school, business, and community involvement. To maintain this partnership, communication is extensive and ongoing through vehicles of a weekly newsletter, an award-winning website, individual teacher websites, marquee, school radio station, and an automated parent contact telephone system. From the Family Fun Festival and the Ice Cream Social to Strategies for Success and Technology Night - all the annual events promote community and family involvement crucial for learning and a spirit of pride and belonging. Eagle Point is truly soaring into the 21st century!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Florida Comprehensive Assessment Test (FCAT) measures student achievement. The test is comprised of two parts: a criterion referenced test that measures mastery of the Sunshine State Standards (FCAT-SSS) and the Norm Referenced Test (FCAT-NRT). At the elementary level, the FCAT-SSS measures student achievement in reading (grades 3-5), math (grades 3-5), writing (grade 4) and science (grade 5). Scores are reported as scale scores and then assigned an achievement level. There are 5 levels assigned to each student for the reading and math portion – 1 being the lowest and 5 the highest. Level 3 is considered to be proficient (meeting the standard). All schools receive a grade from “A” to “F” based on the number of points accumulated for achievement on the FCAT-SSS. Schools accumulate points based on the percentage of students scoring (1) level 3 and above in reading, (2) level 3 and above in mathematics, (3) learning gains in reading, (4) learning gains in mathematics, (5) lowest 25% making learning gains in reading, and (6) 3.5 and above on the FCAT Writes (out of a possible score of 6). On the 2005-2006 FCAT-SSS, Eagle Point scored a total of 545 points out of a possible 600 points, placing the school as the top performing elementary school in the state of Florida. The FCAT-NRT is given to compare student performance in reading and mathematics with performance of students nationwide. This test reports each student’s score as a national percentile.

All Florida public schools administer the FCAT-SSS and FCAT-NRT to students in grades 3-10 in the spring of each year. The scores of both tests are used for the school’s data analysis to identify strengths and needs, goals for school improvement, as well as students’ readiness for promotion. State law requires students in third grade who perform at Level 1 in reading on the FCAT-SSS be retained. However, these students are given an opportunity to take additional alternative assessments before a final decision for retention is made.

Analyzing the FCAT-SSS data over the past five years, Eagle Point Elementary School shows continuous improvement. The percentage of students meeting and exceeding standards has improved from 84% in 2002 up to 96% in 2006 in reading. A similarly impressive improvement was seen in mathematics scores. The percentage of students meeting or exceeding standards in mathematics improved from 89% in 2002 to 97% in 2006. Adequate Yearly Progress (AYP) as part of the National *No Child Left Behind* Plan has been obtained every year.

Further understanding of the improvement in various demographics was gained by analyzing proficiency for Reading and Mathematics subtests for different subgroups of students. The trend of continuous improvement goes across all subgroups, with the exception of an anomalous disparity for black students in 2004. It is important to recognize the steady improvement in both reading and mathematics for limited English proficient (from 61% in 2002 improved to 84% in 2006), economically disadvantaged (from 66% in 2002 improved to 82% in 2006), and students with disabilities (from 58% in 2002 improved to 70% in 2006) subgroups during this time period.

The analysis of learning gains in reading and mathematics is also impressive. It is important to note that even with the school’s notable achievement levels, a high percentage of students at Eagle Point have made significant learning gains. In 2006, 81% of the students made learning gains in reading, 87% in mathematics and 86% of the lowest quartile made learning gains in reading. This significant increase is due to a large part on the individualized instruction focus for all students. This focus will be elaborated in the next section.

2. Using Assessment Results: School assessment data is critical to the planning and development of school goals and the instructional focus throughout each year. FCAT-SSS, NRT, district administered Benchmark Assessment Tests, and teacher administered mini-benchmark assessment results are carefully analyzed and used to determine school improvement goals and create school-wide instructional focus calendars. The goals and strategies for implementation are compiled into a School Improvement Plan, which is collaboratively developed and monitored by teachers, administration, parents and community members.

Test scores are also instrumental in planning for the individual needs of students in the classroom. This data is disaggregated to determine which students are in need of remedial instruction and those who

would benefit from enrichment above the grade level expectation. Any child who is not predicted to be proficient (a score of level 3 or higher on the FCAT-SSS) is identified and a Progress Monitoring Plan is created to assist with deficiencies. The plans include before and after school tutoring sessions, Saturday instruction and additional “doses” of reading and mathematics instruction during the school day. All students are placed in leveled groups for reading and mathematics instruction. The highest mathematics students (level 5) in each grade works at a rapid pace one grade level above in a district-wide mathematics acceleration program (MaTS).

Through monthly School Advisory Council meetings, stakeholders evaluate the progress made toward meeting the School Improvement Plan goals. Teachers, administration and support staff join in grade level curriculum planning meetings to coordinate the instructional focus on school wide achievement. Administration and support staff meet periodically with individual teachers to analyze student data and make curriculum recommendations based on the findings. These curriculum conversations help to ensure that each child’s individual needs are met and have contributed tremendously to the academic success at Eagle Point Elementary.

3. Communicating Assessment Results: Assessment data at Eagle Point is shared with all stakeholders via a variety of channels. School performance results are shared with the community via the school, district, and state assessment websites. In Florida, school test scores are reported as part of the state accountability program. The resulting letter grades are reported in the press and on the Department of Education website. Each parent is sent a copy of their child’s individual results and an interpretation guide. Individual parent conferences are held as needed at the school to give further analysis.

Individual students are provided with assessment results throughout the school year with ongoing classroom work products sent home at regular intervals. Interim progress reports, quarterly report cards, and a minimum of two yearly parent conferences aid in the communication process. Parents of students who have Progress Monitoring Plans have additional conferences whereby strategies to address deficiencies are re-evaluated.

At the annual fall Open House, parents are given a brochure of what their child is expected to know for the respective grade level. These expectancies are based on a standards-based curriculum, which requires all students to master the grade level concepts and skills. As the year progresses, parents can monitor their children’s progress online via the district’s Virtual Counselor system. Understanding the state test is essential to understanding assessment results. Several times during the year, parents are invited to partake in workshops designed by the school to educate and assist them in understanding the State Standards.

Assessment results are shared by the City of Weston as they recognize all “A” schools in the city annually at a City Commission Meeting. Each school’s results are communicated via cable TV.

After reviewing the assessment results, new annual goals are developed in the spring. This is done through the School Advisory Council and concludes with the public hearing phase and adoption of a new annual School Improvement Plan. Eagle Point’s stakeholders consistently review past performance and plan for future success.

4. Sharing Success: Eagle Point Elementary belongs to the Cypress Bay Innovation Zone comprised of six neighboring elementary schools, two feeder middle schools, and Cypress Bay High School. The principal at Eagle Point has been the Zone Facilitator for several years. Monthly Innovation Zone Principal Meetings are held, as well as quarterly parent meetings. At both principal and parent meetings, Eagle Point has made several presentations of successful practices, including conducting Curriculum Conversations with teachers in order to analyze data, and the organization of Saturday and After School Camps.

Professional staff at Eagle Point travel within the state and throughout the country to attend seminars and professional networking opportunities. Eagle Point has had representatives on major instructional materials selection committees, the district school improvement task force, and teachers have served as trainers for district wide staff development workshops on how to maximize student potential. The

Curriculum Specialist conducted a series of staff development workshops at a neighboring school that was struggling to implement literacy strategies.

Faculty members are comfortable with visitors in their classrooms. Student teachers and field experience students from local universities observe in classrooms on a regular basis. The Principal is a mentor to several aspiring Assistant Principals. National Board certified teachers at Eagle Point have assisted as mentors to aspiring candidates throughout the district.

The Before School Technology Camp has been very successful at Eagle Point. Several schools have heard about its potential for achievement and have contacted the school for organizational suggestions. This sharing has spread from school to school and as a result, many Broward elementary schools now have Before School Technology Camps.

The local newspapers and television stations broadcast stories about Eagle Point Elementary. The true success of the school is apparent as it reaches out to the Broward County community. Eagle Point Elementary School soars with successes forged by communication of shared goals.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum: High expectations drive the curriculum at Eagle Point. The curriculum provides well-rounded instruction in all core areas along with character education and enrichment in the arts. The school strives to meet the individual needs of every student. All students are challenged daily. Curriculum in all subject areas is guided by the Florida Sunshine State Standards (SSS) benchmarks. This follows the curriculum maps developed by Broward Schools to ensure that teaching and learning progress at a steady pace throughout the year.

Yearly, a school-wide theme provides a spirit of involvement as it weaves through all areas of the curriculum. Themes such as “Eaglympics: Carrying the Torch for Learning,” “Planet Eagle: Exploring Earth’s Biomes,” “Snapshots In History: One Decade at a Time,” and this year’s theme “Mapping the Curriculum: Eagle Point Charts the Way” promote a positive school climate and stimulate critical and creative thinking. These themes excite the students and staff and help to improve academic achievement.

Language arts instruction is focused on literacy and creating independent readers and writers. More than one third of the school day is devoted to reading and writing instruction. Students are engaged in whole group shared reading and small group guided lessons. All classrooms are print rich and filled with extensive literature collections. All teachers follow a school-wide reading focus calendar to ensure mastery of the eight reading benchmarks in the Sunshine State Standards. The school has adopted a holistic writing program that progresses from kindergarten through fifth grade. The program is based on the state of Florida’s rubric and involves modeled writing and peer critiquing based on the standards. Additional enrichment in language arts is provided daily through special classes in writing and vocabulary, media and technology by specialists in their respective fields.

The main goal of Eagle Point’s mathematics curriculum is to enhance the students’ ability to understand and apply mathematical concepts and processes in five critical areas: number sense, measurement, data analysis, geometry, and algebraic thinking. Eagle Point uses an activity-based mathematics series that encourages students to think creatively and develop problem-solving strategies. The program is aligned to the Sunshine State Standards. Teachers enrich the mathematics program with *Hands-on-Equations*, *Sunshine Math Superstars*, *Calendar Math*, and *Mountain Math*. Mathematically talented students (MaTS) are grouped to work above grade level. The Math Club has been very successful in district competitions.

Eagle Point implements an integrated and comprehensive science program. The scientific process skills are addressed through experimentation in biological, physical, and earth sciences. All students attend the science lab on a regular basis as a supplement to science instruction in the classroom. They become the scientists at the “Sleuth Academy,” (www.sleuthacademy.org), a program created by the Science Resource Specialist for students, parents, and inquiring scientific minds. Enrichment opportunities exist for participation in weather forecasting based on the school’s weather station, as well as the Ecology and Engineering Club.

The social studies curriculum encourages students to become active participants as they re-enact history and interpret current events. Colonial times come alive as students create costumes and re-live daily activities from that era. By studying current events, students realize the need to demonstrate talents and share resources by giving back to the community.

A walk through the hallways of Eagle Point reflects appreciation of the arts. Eagle Point is fortunate to have Music and Art Specialists. The Student Art Gallery is a focal point for young artists. Every student creates a ceramic project yearly. Instrumental instruction begins in kindergarten and continues thorough fifth grade with keyboards. The Soaring Singers have performed and received recognition at the district and state levels. An annual Multicultural Arts Festival celebrates Eagle Point’s diverse population.

2. Reading: The reading curriculum at Eagle Point is based on the five essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Teachers use a combination of instructional materials including the core basal, novels, leveled readers, reading software, and periodicals. Instruction is given in large groups, small skill groups, and on an individualized basis.

The Reading Committee develops annual Reading Objectives and accompanying activities as a guide and programmatic framework for all reading instruction in the school. This is a collaborative effort by teachers representing all grade levels with the primary goal of ensuring that all students are proficient readers and that students continuously improve in reading.

Instruction is assessment-driven, beginning in the fall with an inventory test and an analysis of prior year's standardized test results. Based on those results, students are grouped into intervention, remedial, on-level, and advanced instructional groups. This differentiated instruction provides leveled reading instruction while challenging higher ability reading students. Least proficient students, including some exceptional education learners, are identified for additional reading instruction and receive before, during and after school tutoring using the pullout and push-in practices. The gifted and high-ability students are challenged with appropriate material to motivate and develop higher cognitive level comprehension and analytical skills. To monitor instruction and learning progress, periodic assessments including Broward Schools Benchmark Assessment Tests, Instructional Focus Mini-Tests, and the Rigby PM Benchmark Assessments are given.

Research-based Harcourt *Trophies* Reading Program is used as the basis for all students and supplemented with Wilson and Direct Instruction as remedial programs and Junior Great Books and the Daybooks of Critical Reading and Writing for the advanced groups. All levels of students are exposed to computer-based individualized reading instruction through Riverdeep, Successmaker, and Reading Counts. Literature Circles and Reciprocal Teaching are strategies used with all levels of students as they explore literature and expository text.

At Eagle Point, teachers strive to meet each child's reading needs and continually ascend the ladder of learning. Teaching students to be confident lifelong readers is the goal as the emphasis shifts from learning to read to *reading to learn*. A love of reading is the ultimate goal.

3. School Choice Curriculum Area –Writing: The results of the 2002-2003 *FCAT Writes* flagged a concern because of a 10% decline on a scale score. This decline represented a lack of continuous progress and was an area of necessary improvement. In addition, a need for structure and organization in the delivery of writing instruction was clearly voiced by teachers. Compared to schools of like socioeconomic population, Eagle Point was not at the same achievement level.

The Writing Committee, a subgroup of the School Advisory Council, analyzed data and set out to effect change. It was deemed essential to reconstruct the writing philosophy and build a new framework. The "Teach Me Writing" Program was purchased as a basis for organization and structure. A highly respected consultant with proven results implemented staff development. Writing instruction time was increased. Students were given monthly 'cold' prompts to assess mastery of writing skills. These results were entered into an Electronic District Database and class summaries helped pinpoint individual student and class needs. A Writing Specialist was employed to promote the use of various literature crafts and the joy of writing. An After-School Writing Camp was established to provide students extra opportunities to refine and master writing skills.

The qualitative result over the past five years is an enhanced writing program. The knowledge pool of writing has expanded to all faculty members and a systematic writing process is engrained into the culture of the school. Students exceeding proficiency on Florida Writes has consistently improved: from 54% (2003) to 94% (2006). Eagle Point won the Sterling Quality Award for this program entitled *Doing It Write*. Student achievement in writing continues to be an emphasis and a source of pride.

4. Instructional Methods: Methods used to instruct students at Eagle Point are varied and numerous. They do however have a foundation in subscribing to the mission that all children can learn. The journey to continuous improvement at Eagle Point begins with this belief, and the roadways to success are met with the development and implementation of many diverse methods. Just as children learn in different ways, so too, teachers are more comfortable and effective using a variety of strategies. The administration at Eagle Point supports diversity in teaching techniques with the belief that whatever process is used, it is

always critical to use reflective practice. Using individual and collective reflection promotes continuous and improved learning.

Eagle Point bases instruction on the proven research-based nine high-yield strategies outlined in Marzano's Classroom Instruction that Works. These strategies are: (1) identifying similarities and differences, (2) summarizing and note taking, (3) reinforcing effort and providing recognition, (4) homework and practice, (5) nonlinguistic representations, (6) cooperative learning, (7) setting objectives and providing feedback, (8) generating and testing hypotheses, and (9) cues, questions, and advance organizers. The other core to instruction is based on Project CRISS (CReating Independence through Student-owned Strategies). Using the techniques from these two approaches serves as the foundation of the teaching process.

Through authentic instruction, methods are connected to the real world, which makes it easier for students to visualize and understand why they are learning. Students use disciplined inquiry to construct and share meaning and produce knowledge. Also students' work has value beyond the school setting. Because of Eagle Point's concentration of LEP (limited English proficient) students (21%) and children from other cultures (about 50%), authentic learning using the high-yield, CRISS strategies, and the extensive technology tools are most effective.

5. Professional Development: Teachers at Eagle Point are provided many opportunities during the school year for professional development at the school and district level. Six to eight teachers have the opportunity to attend the state Reading and Math Conferences annually. At least one or more teachers attend a national conference every year. Professional growth is supported by the district as evidenced by the substantial amount of money in the school's budget to spend on substitutes, registration and travel or to pay in-school consultants. The district also offers courses, which can be taken during the day, after school, or on weekends.

The philosophy of Eagle Point is to engage in staff development with the least amount of time taken from student instruction. A Professional Development Team was established with six teachers and the principal to plan for 27 hours of school staff development on Early Release and Planning Days during the year. This year the school's emphasis is on Technology, Reading and Writing Enhancement, Correlates of Effective Schools, the Eight-Step Instructional Process, Working on the Work, and the Nine High Yield Strategies. Both horizontal and vertical teaming is done during school staff development training. In addition to Eagle Point's staff development goals, all teachers write an individual Professional Growth Plan, in which they plan their own staff development objective based on their yearly personal goal to improve their students' performance. District inservice (including on-line courses) and local universities provide options for these goals.

Sharing Successes in a collaborative manner among the expertly talented teachers, including the eight National Board Certified teachers is carried out both formally and informally. All teachers are on Curriculum Committees and train colleague-to-colleague. A voluntary on-going Learning Community analyzes at least one professional book each year. Administrative meetings with team leaders include discussion of a professional article, which in turn is shared as team leaders build capacity with peers.

The love of learning drives the staff development at Eagle Point.

PART VII – ASSESSMENT RESULTS

This data outlines the percent of students in grades 3-5 at Eagle Point Elementary at proficient or advanced standing in reading and mathematics for the past five years. Proficiency on the Florida Comprehensive Assessment Test is based on Florida’s curriculum frameworks, the Sunshine State Standards (SSS).

Eagle Point Elementary, Weston, FL STATE CRITERION-REFERENCED TESTS

Subject READING Grade 3 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____ Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% “Meeting” plus “Exceeding” State Standards	89	88	87	79	75
% “Exceeding” State Standards	62	61	52	46	43
Number of students tested	215	234	209	239	246
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. HISPANIC					
% “Meeting” plus “Exceeding” State Standards	87	89	84	74	62
% “Exceeding” State Standards	57	53	49	36	27
Number of students tested	102	105	108	111	92
2. ECONOMICALLY DISADVANTAGED					
% “Meeting” plus “Exceeding” State Standards	73	87	71	72	58
% “Exceeding” State Standards	39	43	36	22	30
Number of students tested	41	39	41	44	43
Additional Subgroups					
3. WHITE					
% “Meeting” plus “Exceeding” State Standards	91	88	90	87	83
% “Exceeding” State Standards	66	68	57	59	54
Number of students tested	89	108	87	108	124
4. DISABLED					
% “Meeting” plus “Exceeding” State Standards	69	75	75	61	53
% “Exceeding” State Standards	30	22	35	13	30
Number of students tested	38	28	20	23	30
5. LEP					
% “Meeting” plus “Exceeding” State Standards	75	88	78	63	NA
% “Exceeding” State Standards	45	46	33	23	NA
Number of students tested	39	56	64	68	NA
STATE SCORES					
% “Meeting” plus “Exceeding” State Standards	75	67	66	63	60
% “Exceeding” State Standards	38	34	32	30	28
Number of students tested	204238	202975	206435	188107	188387

* % “Meeting” and “Exceeding” State Standards = % scoring level 3, 4, and 5

% “Exceeding” State Standards = % scoring level 4 and 5

NA not available

Eagle Point Elementary, Weston, FL
STATE CRITERION-REFERENCED TESTS

Subject READING Grade 4 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____ Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	89	91	82	77	78
% "Exceeding" State Standards	62	63	47	47	50
Number of students tested	231	220	260	241	265
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	86	86	69	63	66
% "Exceeding" State Standards	54	55	35	32	36
Number of students tested	105	109	124	107	91
2. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	88	81	71	63	57
% "Exceeding" State Standards	45	40	24	31	26
Number of students tested	33	37	42	53	35
Additional Subgroups					
3. WHITE					
% "Meeting" plus "Exceeding" State Standards	91	95	92	88	83
% "Exceeding" State Standards	67	72	62	57	57
Number of students tested	104	92	115	107	152
4. DISABLED					
% "Meeting" plus "Exceeding" State Standards	74	79	65	46	70
% "Exceeding" State Standards	36	58	19	27	35
Number of students tested	36	19	26	26	26
5. LEP					
% "Meeting" plus "Exceeding" State Standards	76	81	57	57	NA
% "Exceeding" State Standards	29	47	23	27	NA
Number of students tested	45	57	76	66	NA
STATE SCORES					
% "Meeting" plus "Exceeding" State Standards	66	71	70	60	55
% "Exceeding" State Standards	33	37	34	29	27
Number of students tested	192480	195678	176148	193391	191866

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

NA not available

Eagle Point Elementary, Weston, FL
STATE CRITERION-REFERENCED TESTS

Subject READING Grade 5 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____ Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92	79	76	80	78
% "Exceeding" State Standards	65	48	46	45	41
Number of students tested	231	273	244	267	259
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	87	71	64	65	70
% "Exceeding" State Standards	64	38	31	28	29
Number of students tested	117	131	117	108	99
2. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	78	68	60	62	70
% "Exceeding" State Standards	43	38	33	26	18
Number of students tested	40	40	60	50	33
Additional Subgroups					
3. WHITE					
% "Meeting" plus "Exceeding" State Standards	98	88	86	90	84
% "Exceeding" State Standards	71	57	57	59	51
Number of students tested	94	121	99	136	144
4. DISABLED					
% "Meeting" plus "Exceeding" State Standards	78	52	55	65	44
% "Exceeding" State Standards	50	21	20	30	20
Number of students tested	24	23	20	20	25
5. LEP					
% "Meeting" plus "Exceeding" State Standards	64	57	51	57	NA
% "Exceeding" State Standards	27	25	19	23	NA
Number of students tested	34	61	59	61	NA
STATE SCORES					
% "Meeting" plus "Exceeding" State Standards	67	66	59	58	53
% "Exceeding" State Standards	33	32	28	25	23
Number of students tested	197054	181651	196343	192881	192604

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

NA not available

**Eagle Point Elementary, Weston, FL
STATE CRITERION-REFERENCED TESTS**

Subject MATHEMATICS Grade 3 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____ Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92	94	93	84	87
% "Exceeding" State Standards	73	74	63	53	56
Number of students tested	216	234	209	238	245
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	90	93	91	73	83
% "Exceeding" State Standards	67	71	57	41	47
Number of students tested	102	105	108	110	92
2. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	85	87	78	70	75
% "Exceeding" State Standards	57	47	44	33	35
Number of students tested	41	39	41	43	43
Additional Subgroups					
3. WHITE					
% "Meeting" plus "Exceeding" State Standards	96	93	94	94	89
% "Exceeding" State Standards	80	77	71	65	64
Number of students tested	89	108	87	108	123
4. DISABLED					
% "Meeting" plus "Exceeding" State Standards	78	82	90	66	66
% "Exceeding" State Standards	48	50	55	44	35
Number of students tested	38	28	20	23	29
5. LEP					
% "Meeting" plus "Exceeding" State Standards	85	95	86	67	NA
% "Exceeding" State Standards	56	59	45	29	NA
Number of students tested	39	56	64	68	NA
STATE SCORES					
% "Meeting" plus "Exceeding" State Standards	72	68	64	63	59
% "Exceeding" State Standards	37	34	30	29	25
Number of students tested	204402	203037	206534	188487	188606

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

NA not available

Eagle Point Elementary, Weston, FL
STATE CRITERION-REFERENCED TESTS

Subject MATHEMATICS Grade 4 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____ Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	96	95	83	81	86
% "Exceeding" State Standards	70	63	51	42	46
Number of students tested	231	220	260	242	265
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	95	94	74	70	78
% "Exceeding" State Standards	67	59	42	25	38
Number of students tested	105	109	124	108	91
2. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	91	89	67	71	74
% "Exceeding" State Standards	42	43	31	29	23
Number of students tested	33	37	43	53	35
Additional Subgroups					
3. WHITE					
% "Meeting" plus "Exceeding" State Standards	95	97	92	91	89
% "Exceeding" State Standards	71	70	59	57	51
Number of students tested	104	92	115	107	152
4. DISABLED					
% "Meeting" plus "Exceeding" State Standards	89	89	65	62	70
% "Exceeding" State Standards	43	31	43	16	35
Number of students tested	36	19	26	26	26
5. LEP					
% "Meeting" plus "Exceeding" State Standards	93	89	66	65	NA
% "Exceeding" State Standards	56	53	34	23	NA
Number of students tested	45	57	76	65	NA
STATE SCORES					
% "Meeting" plus "Exceeding" State Standards	67	64	64	54	51
% "Exceeding" State Standards	31	27	26	20	19
Number of students tested	192610	195866	176316	193503	192366

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

NA not available

Eagle Point Elementary, Weston, FL
STATE CRITERION-REFERENCED TESTS

Subject MATHEMATICS Grade 5 Test Florida Comprehensive Assessment Test (FCAT-SSS)

Edition/Publication Year _____ Publisher Florida Department of Education

Source: <http://fcatsresults.com/demog>

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	3/06	3/05	3/04	3/03	3/02
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	93	85	83	85	82
% "Exceeding" State Standards	77	63	65	68	59
Number of students tested	231	273	244	267	259
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. HISPANIC					
% "Meeting" plus "Exceeding" State Standards	92	79	78	74	75
% "Exceeding" State Standards	74	52	55	57	45
Number of students tested	117	131	117	108	99
2. ECONOMICALLY DISADVANTAGED					
% "Meeting" plus "Exceeding" State Standards	83	75	67	74	66
% "Exceeding" State Standards	51	41	40	49	33
Number of students tested	39	40	60	51	33
Additional Subgroups					
3. WHITE					
% "Meeting" plus "Exceeding" State Standards	98	93	88	94	88
% "Exceeding" State Standards	85	74	72	76	69
Number of students tested	94	121	99	136	144
4. DISABLED					
% "Meeting" plus "Exceeding" State Standards	83	61	55	70	48
% "Exceeding" State Standards	44	47	30	55	24
Number of students tested	24	23	20	20	25
5. LEP					
% "Meeting" plus "Exceeding" State Standards	82	69	68	74	NA
% "Exceeding" State Standards	41	46	51	53	NA
Number of students tested	34	61	59	62	NA
STATE SCORES					
% "Meeting" plus "Exceeding" State Standards	57	57	52	52	48
% "Exceeding" State Standards	31	30	28	28	25
Number of students tested	197076	181434	196233	192692	192472

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

NA not available