

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

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

Official School Name Freedom 7 Elementary of International Studies  
(As it should appear in the official records)

School Mailing Address 400 4th Street South  
(If address is P.O. Box, also include street address.)

Cocoa Beach Florida 32931-4723  
City State Zip Code+4(9 digits total)

County Brevard State School Code Number\* 055021

Telephone (321) 868-6610 Fax (321) 868-6615

Web site/URL www.freedom.brevardschools.org E-mail Zimmerman.Dorine@brevardschoo

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
Principal's Signature Date \_\_\_\_\_

Name of Superintendent Dr. Richard A DiPatri  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brevard Public Schools Tel. (321) 633-1000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mrs. Janice Kershaw  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information 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.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 58 Elementary schools  
 \_\_\_\_\_ 10 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 14 High schools  
 \_\_\_\_\_ 11 Other  
 \_\_\_\_\_ 93 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 7122  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8424

### 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. \_\_\_\_\_ 5 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
Pre K			0	7			0
K	27	27	54	8			0
1	29	25	54	9			0
2	29	24	53	10			0
3	23	30	53	11			0
4	39	30	69	12			0
5	31	34	65	Other			0
6	35	29	64				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>412</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 1  | % American Indian or Alaska Native |
| 4  | % Asian or Pacific Islander        |
| 5  | % Black or African American        |
| 8  | % Hispanic or Latino               |
| 82 | % White                            |

**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   9   %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	14
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	24
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	38
<b>( 4 )</b>	Total number of students in the school as of October 1	412
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.09
<b>( 6 )</b>	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school:   0   %
- |   |   |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented:   0  

Specify languages: 0

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

Total number students who qualify:   37  

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.

Data for #9 and #10 based on all students K-6

10. Students receiving special education services:  $\frac{7}{29}$  % Total Number of Students Served

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

<u>0</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>2</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>27</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		

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>21</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support Staff	<u>6</u>	<u>4</u>
Total number	<u>36</u>	<u>7</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	96 %	96 %
Daily teacher attendance	95 %	96 %	96 %	98 %	97 %
Teacher turnover rate	7 %	3 %	10 %	7 %	4 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## PART III - SUMMARY

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Freedom 7 Elementary School of International Studies is a Brevard County, Florida public school located at 400 Fourth Street South, Cocoa Beach. We serve students in kindergarten through sixth grade.

At the heart of the school's philosophy and instructional organization is the International Baccalaureate Primary Years Programme. An authorized IB World School since 2005, Freedom 7's mission is to provide students with a quality public education and a challenging and creative integrated curriculum. Students are encouraged to become critical and compassionate thinkers, lifelong learners and responsible world citizens who respect cultural diversity. Through the implementation of our curriculum we aim to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

At each grade level, six transdisciplinary themes assist teachers and students to explore knowledge. Teachers and students use questions that are concept based to structure units of inquiry and develop challenging programs of international education and rigorous assessment. The development of explicit attitudes and the expectation of socially responsible behavior are also essential elements of the school. As an International Baccalaureate World School Freedom 7 is a student-centric community sharing core values as well as the privileges and opportunities of belonging to a world-wide network of schools. Our program is academically aggressive and we strive for excellence for our students and their learning. We define and share 'best practices' and always seek to improve. Essential to the success of our students is the integration of the arts into the basic structure and the meticulous building of extra curricular events to enhance the school/student connection. Students are introduced to the Spanish language beginning in kindergarten. Another key process in the success of the school is a strong parental involvement component. Parents support the academic process both at home and at school. Parents volunteered an excess of 14,000 hours during the 2006-2007 school year. We know our students by name; their families and friends; their interests and strengths; their goals and aspirations. We work collaboratively to help our students appreciate the beauty and wisdom of the world, to learn to communicate effectively with others, love the quest for knowledge, to show our concern and empathy for others through acts of kindness and service. We prepare our students to embrace a strong sense of personal responsibility, to set goals and achieve them, to recognize and accept leadership opportunities and to become citizens of the world.

Academically, our students are among the best in the state and nation. Our instructional model is based on the theory that 'learning is one step past what you already know.' As a result, classroom instruction is differentiated to meet the needs of individual students, while accelerated reading and mathematics programs are widely implemented.

Our vision for our future is to develop proficiency in reading, mathematics, writing and science for every student; to support and build families and the home environment, building stronger students; increase the instructional opportunities for students to excel in above grade level work; and continue to develop one of Florida's best elementary schools.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

The Florida Comprehensive Assessment Test (FCAT) is the foundation of the statewide educational assessment and accountability program. There are two tests: the Sunshine State Standards (SSS) Test and the FCAT- Norm-Referenced Test (NRT). The SSS are skills and competencies that Florida students should be able to learn from an early age. FCAT-SSS measures student achievement and skill mastery as outlined by benchmarks in the areas of reading, writing, math and science. The FCAT-NRT is a test used to compare student performance in reading and math with the performance of students nationwide. The FCAT is comprised of multiple choice questions, gridded-response questions, short written responses, and extended written responses. Both tests require students to use critical thinking skills and expressive ability to achieve a proficient score. All Florida public school students in grades 3-11 are required to take both tests in February and March each school year.

Test results are used to determine student proficiency of grade level standards and to help determine if students are ready to progress to the next grade level. Performance levels on the FCAT-SSS range from a Level I to Level V. A student who scores a Level I demonstrates a substantial deficiency in the mastery of competencies and skills. In third grade, a student scoring Level I will be retained as per state mandate. A student scoring Level II has limited success with mastery of skills for a given grade level. A Level III student demonstrates performance on grade level, while Levels IV and V indicate above grade level performance.

In Florida, schools achieve letter grades, based on the calculation of FCAT-SSS results and annual learning gains demonstrated by students. This indicator of school performance is part of the Florida A+ Accountability Plan.

For the past five years, Freedom 7 Elementary has earned an A grade, the highest possible rating. Analysis of FCAT performance in reading and math from 2002 to 2007 shows continuous improvement in meeting grade level standards, which is defined by achieving Level III-V for all students tested. In 2002, 91 % of students tested met high standards in reading, 92% in math. In 2007, 100% of students tested met high standards in math and 99% met high standards in reading. In addition, 100% of our fourth through sixth grade students scored Level III, or above, in reading, math, and science. In 2002, 61% of our students made learning gains in reading, 85% in math. In years 2003-2006 there was a steady increase in the percentage of students making learning gains, in both reading and math, to 87% in 2007 in both areas. Similar results have been achieved by students scoring in the lowest 25%. In 2002, 61% of these students demonstrated an annual learning gain in reading, compared with the 2007 result of 100% of these students demonstrating an annual learning gain. Our exemplary performance in the areas of reading and mathematics has also impacted other areas of the curriculum. The ability to read effectively, and to think analytically, has resulted in our students achieving the highest FCAT Science scores in the state for four consecutive years. In addition, our school has been ranked in the top ten performing schools in the state for the past five years. In 2007, the school was ranked second in the state for its overall performance and achieving adequate yearly progress.

On the national level, Freedom 7 Elementary students rank from the 90th-97th percentile in reading and math in grades three through six, with the exception of fourth grade reading, which is in the 86th percentile.

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

### **2. Using Assessment Results**

A variety of assessment results are analyzed by teachers and administrators in order to make instructional decisions, which positively impact student achievement. The assessments used to make informed decisions for differentiation of instruction are the FCAT in areas of reading, writing, math, and science; the Metropolitan 8 Achievement Test in reading, math and science; Standardized Test for Achievement in Reading (STAR), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and SRI (Scholastic Reading Inventory) in reading; along with county benchmark tests in reading and math. The analysis of FCAT data consistently involves a

process called 'By the Numbers' where teachers organize their data using a variety of templates that focus in more detail on competencies tested to determine strengths and weaknesses. Each year, during pre-planning week, all fourth through sixth grade teachers individually meet with the principal to review data from their former classes and discuss specific performance information about their new classes. Improvement goals for students are determined, then included in teachers' professional development plans.

The professional development plan includes baseline data to set student achievement goals. The students performing in the lowest 25% are targeted and improvement strategies are determined and implemented. Primary teachers also meet with the principal during the first month of school, to review student performance data available at that time.

They, too, use this information to create a professional development plan. During the first semester, all teachers compile a portfolio sheet for their classes. This document includes all assessment information described above and is updated at regular intervals. The portfolio sheet is used as a cumulative reference to discuss students' progress at progression plan meetings, which are held each semester. Struggling students are identified early and monitored by an individual Progress Monitoring Plan. Intervention strategies for remediation both inside and outside the classroom are discussed and implemented, as needed. Non-classroom teachers assist with academic support outside the classroom on a consistent basis in order to implement individual academic improvement plans.

### **3. Communicating Assessment Results**

During preplanning, school-wide student performance results are shared with the faculty. Ongoing communication regarding student/school performance to parents, students and the community is accomplished in a variety of ways. Regular school and classroom newsletters are published and sent home weekly in a student 'Friday Folder'. This folder also includes graded student class work and assessments to keep parents informed about student progress. In addition, agendas are used for daily school-home communications. Interim reports are sent home half way through each grading period followed by quarterly progress reports to communicate student grades. Parent conferences, Open House, student led conferences, and FCAT Night are effective ways we consistently communicate student and school assessment results.

Teachers, administrators and guidance counselor are readily available to discuss and explain assessment results with parents. Parents may access student grades online and communicate with teachers through secure web pages designed for this purpose. We take pride in sharing our assessment results with our community using our school website, marquee and local newspaper, as our school performance has been worthy of recognition. These results are communicated to the public during our Annual District Choice School Fair, and at parent orientation meetings.

All students are required to keep a portfolio, which includes specific components at each grade level, reflecting their progress through the years from first through sixth grades. The portfolio contents are shared at both parent and student led conferences.

The School Advisory Council (SAC) annually reviews FCAT results in order to develop a School Improvement Plan (SIP). A committee analyzes the former year's data, to determine goals and objectives that support continuous improvement. The SIP is then made public in several ways: posted on our school website, available in our school office and distributed to our school community in brochure form.

At the close of each school year, an awards ceremony recognizes students for their outstanding academic performance and other accomplishments.

### **4. Sharing Success:**

As an International Baccalaureate (IB) Primary Years Programme (PYP) School, we have hosted visitors from around the USA and other countries (South Africa, Ireland, Canada and Bahamas). The purpose of these visits was to observe, inquire and share best practices. The Freedom 7 Elementary Faculty and Administration are members and regular attendees of the Florida League of IB Schools (FLIBS), which offers professionals an opportunity to participate in collaborative sessions to share best practices and strategies with other professionals from around Florida, for successfully developing the different IB Programs. Our principal was the PYP representative on the Executive Board of FLIBS in 2006-2007. This advisory role afforded her the opportunity to share the success we have celebrated in the area of student achievement and continuous

development of the PYP. In 2006, the principal was asked to present at the International Baccalaureate North America (IBNA) Annual Regional Conference. The topic was professional learning communities as related to PYP. Due to the success of the school's science program and curriculum, the Superintendent of Schools invited our principal to conduct a presentation for district principals to share the school's 'best practices,' scope and sequence and philosophy of science education. On another occasion, the principal was asked to share components of the guided inquiry approach, for district elementary principals. Our IB coordinator has achieved certification as a workshop leader for the IBNA and FLIBS, and works with teachers and schools throughout the United States, Canada, the Bahamas, and Grand Cayman Island. On-going collaboration, both formal and informal, with professionals throughout our district and state have been integral in our continuing professional development.

We share our successful programs and practices via our school website. For example, we found student led conferences to be a valuable way to share student progress with parents, therefore, we videotaped several sessions, then created a streaming video and made it available for others to view on our website. We have received excellent feedback about this informational piece, which leads us to believe it has been a valuable reference for parents and teaching professionals

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The curriculum at Freedom 7 Elementary is guided by Florida's Sunshine State Standards (SSS) and encompasses the philosophies and principles outlined by the International Baccalaureate Primary Years Programme (PYP). Following 'Understanding by Design', the transdisciplinary, concept-based curriculum focuses on the whole child using strategies of guided inquiry. Students are immersed in opportunities to develop social, communicative, research, thinking and self-management skills. Differentiation is essential in students gaining in-depth knowledge and understanding.

**Reading:** The needs of the students are addressed in a daily 90-minute reading block. Using various assessment data, students' reading levels are identified. Students are then grouped based on their zone of proximal development and are engaged in explicit reading instruction. The core of the reading instruction includes a district adopted reading program, which is a systematic research based framework for teaching the five components of literacy. In addition, fundamental to reading instruction, is the shared inquiry method of Junior Great Books.

**Writing:** All students receive writing instruction based on the curriculum Write On Top developed by faculty based on SSS. Curriculum resources include district publications, current best practices in writing such as 6+1 Traits and writing workshop methodologies. A school wide writing assessment takes place once a month. Using rubrics, writing is assessed by students and teachers in order to provide quality assessment that guides instruction.

**Math:** A core state adopted math curriculum is used school wide. To allow for flexible grouping and acceleration of students, math is taught at the same time each day in grades 2-6. The math curriculum meets the needs of students with hands-on learning, and application of real world problem solving. Additional opportunities for enrichment take place during weekly volunteer directed Sunshine Math, and participation in Math Olympiad, Chess Club, and Math Team.

**Science:** The science curriculum is integrated into the units of inquiry using a transdisciplinary approach. FOSS kits, portable lab kits, multiple technologies and student-centered campus areas such as the 'Field of Dreams Garden' and nearby Cocoa Beach shoreline provide for hands-on inquiry-based instruction, which is guided by the scientific process. The school's fully equipped science lab incorporates technology in the form of laptop computers, projection systems and lab experiences. The extent of students' knowledge is evident in participation in school and district science fairs, where they consistently receive recognition and awards in their division at the district level. Students annually visit and participate in the Indian River Lagoon Quest, the Thousand Islands kayaking experience, Kennedy Space Center, the BCC Planetarium and Sea Camp at the Florida Keys. Enrichment and support opportunities include Saturday Science, Mad Scientist Club, Robotics, and Future Problem Solvers.

**Social Studies:** In gaining a global perspective, students are engaged in synthesis and analysis of social studies concepts and content. Teachers develop units of inquiry and utilize strategies such as simulations, problem solving, differentiation, and real-world experiential learning. Children conduct research using a variety of non-fiction level texts, field experiences, and multiple technologies such as Power Media Plus, online databases, and web quests. All students participate in the volunteer based community program Junior Achievement. Students have the opportunity to participate in the annual Geo Bowl as well as the civics-based service club, Rotakids.

**Arts and Physical Education:** The arts program enables students to meet standards through an integrated curriculum. Students have opportunities for enrichment in school wide programs such as chorus, Orff, strings, guitar, and recorder. The students perform throughout the school year in a variety of school and community events. This year, Kindergarten through second grades participated in dance instruction that culminated with a dance recital. Wellness education is evident in classrooms and during physical education

classes. Enrichment is available to all students through participation in the Freedom 7 Mileage Club. In addition to weekly art classes, students are afforded the opportunity to express themselves creatively through art in the culminating projects of each unit of inquiry. Participation in community art events provides the occasion for students to display their artwork.

Spanish Language: All students are engaged in integrated Spanish instruction weekly. Immersed in the language, students learn about Spanish speaking cultures. A designated wireless language lab affords students the opportunity to listen, speak, write, and interact with others in Spanish. Students also have the opportunity for enrichment in the language in an after school program.

**2a. (Elementary Schools) Reading:**

All students are engaged in a rigorous balanced literacy program that focuses on the five components of literacy; phonemic awareness, phonics, vocabulary, fluency, and comprehension, based on the Sunshine State Standards (SSS). The curriculum incorporates a variety of scientifically researched resources and student growth is monitored by standardized assessments. All grade levels utilize an uninterrupted 90-minute reading block approach to literacy as outlined in the Florida K-12 Comprehensive Reading Plan. Reading instructional strategies include literacy centers, literature circles, guided reading groups, and are delivered in whole group, small group and individual settings. Since the majority of the students read at or above grade level the district adopted Scott Foresman curriculum is supplemented with Open Court Classics Literature Series, trade books, non-fiction leveled readers in both social studies and science, as well as the inquiry-based Junior Great Books Program. Teachers use data collected from the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Scholastic Reading Inventory (SRI), unit benchmark tests and the Standardized Test for Achievement in Reading (STAR) to help guide instruction to meet the needs of all students. The curriculum is modified to support the needs of those students performing below grade level. Students receive small group instruction, individualized tutoring, and intensive explicit instruction using curriculum materials such as Science Research Associates Reading Labs (SRA), Scott Foresman intervention materials, and Florida Center for Reading and Research materials. Motivational and enriching programs such as Young Authors, Discovering Quality Literature, Accelerated Reader (AR), Book Bash and Read Across America help to create life-long readers for acquisition of knowledge and enjoyment.

**3. Additional Curriculum Area:**

The Primary Years Programme (PYP) is designed to ensure development of the whole child. Five essential elements: concepts, skills, knowledge, attitudes, and action, comprise the curriculum. Learning occurs through guided inquiry based on concepts. The curriculum is designed to give students the opportunity to develop transdisciplinary skills such as communication, thinking, social, self-management and research. All students are challenged to develop higher order thinking skills with the use of key concept questioning. The Program of Inquiry (POI), developed by the teachers, is both vertically and horizontally aligned and consists of six globally themed units of inquiry at each grade level. Using a backward design model, both formative and summative assessments are an integral part of the POI. At the core of developing the internationalist student is the Learner Profile, which helps the child develop as an inquirer. This internationalist student is also open minded, knowledgeable, caring, reflective, balanced, principled a risk-taker, a thinker and a communicator. Vital to the POI is a focus on the development of personal attitudes by the student. Students are taught, supported and expected to reflect and act on their learning to complete the action component of the curriculum. Additionally, Project H.O.P.E (Helping Other People Everywhere), Freedom 7's school wide initiative for service learning, provides for the needs of both the homeless and migrant workers. Student growth is exhibited through individual portfolios. These portfolios serve to help the student reflect on their learning and set goals for growth in all the areas. The portfolios are also a key piece used for student led conferences, which are held twice a year. In sixth grade, students embark on a guided inquiry focusing on a real world issue of their interest. Grouped with others who

have the same interests, this yearlong study culminates with demonstrating their knowledge during the multi-faceted Exhibition.

**4. Instructional Methods:**

The use of inquiry-based instructional strategies is the primary focus in all areas. Teachers have the flexibility to use different forms of instructional strategies based on student needs, learning styles, concepts to be learned, content and resources. Through differentiation of instruction, teachers use pre-assessments and then make use of a number of strategies to address the needs of the student. These instructional strategies include hands-on learning in the areas of math and science using manipulatives and appropriate tools, active learning through simulations, game playing, real life experiences, problem solving and competitions. Students receive teaching that enables them to become independent learners with the use of mind mapping strategies, research methods using various forms of media and technology, along with discovery based strategies. Methods of instruction engage the student in ways they learn best. These vary and consist of direct instruction, systematic instruction, shared inquiry discussions, cooperative learning groups, think-pair-share, writing and reading workshops, mini-lessons and discussion. Modeling and guided practice are used to help the students learn to acquire knowledge and higher order thinking skills through the key concepts questioning format which is part of the PYP. Fundamental to all learning is the ability to reflect on what was learned, make choices about learning and then take action based on this new knowledge. This integral component of the curriculum is modeled and guided by the teacher in all areas.

**5. Professional Development:**

Professional development decisions are congruent with the School Improvement Plan and International Baccalaureate (IB) philosophies. Through the use of data driven decision making, professional development activities are closely aligned to school needs. As a result, professional development activities targeting specific curriculum areas (ie. Junior Great Books, differentiated instruction etc.) have positively impacted student achievement. Additionally, teachers who serve as curriculum contact representatives seek and/or plan professional development activities to strengthen teacher skills with an emphasis on continual improvement in the area of student achievement. To assure that professional development opportunities, workshops and training have a direct impact on student achievement, teachers are required to submit to administration documentation of new strategies, best practices or other learning prior to receiving inservice credit. Weekly staff meetings are designated for staff development, which includes training offered by National Board Certified Teachers focusing on best instructional practices. Grade level teachers meet weekly as Professional Learning Communities (PLCs), which provides the opportunity to develop strategies to differentiate instruction and increase guided inquiry across the curriculum. Teachers attend conferences and training workshops in areas of individual needs. District sponsored professional development days are dedicated to the needs of staff in providing a high standard of education. First year teachers participate in the New Teacher Induction program sponsored by the district. The school also has a strong mentoring program for all new teachers to the school, facilitating classroom management strategies, communication skills, assessment methods, curriculum and professional goal setting. Many members of the faculty, both National Board Certified Teachers and others, attend and conduct professional development classes and learning communities outside of the school day covering topics that are pertinent to the teaching profession. Our affiliation with the Florida League of IB Schools affords teachers the opportunity to both conduct and attend workshops that add to professional growth.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test State Criterion Referenced Test  
 Edition/Publication Year 2002-2007 Publisher State of Florida Dept of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	NA
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards Level III, IV, V	100	94	100	95	
% "Exceeding" State Standards Level IV, V	89	71	72	74	
Number of students tested	64	64	47	38	
Percent of total students tested	100	98	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. * < 10 in all subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	NA
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Level III, IV, V	100	94	100	95	
% "Exceeding" State Standards					
Level IV, V	94	82	81	76	
Number of students tested	64	64	47	38	
Percent of total students tested	100	98	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1. * < 10 in all subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	NA
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Level III, IV, V	100	95	100	95	
% "Exceeding" State Standards					
Level IV, V	96	82	81	76	
Number of students tested	64	64	47	38	
Percent of total students tested	100	98	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	NA
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Level III, IV, V	100	95	100	95	
% "Exceeding" State Standards					
Level IV, V	96	82	81	76	
Number of students tested	64	64	47	38	
Percent of total students tested	100	98	98	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Level III,IV,V	100	100	97	100	99
% "Exceeding" State Standards					
Level IV,V	88	83	80	83	75
Number of students tested	64	64	64	47	37
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. * < 10 in all subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Level III,IV,V	100	100	97	100	87
% "Exceeding" State Standards					
Level IV, V	90	93	84	83	46
Number of students tested	64	64	64	47	37
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. * <10 in all subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards Levels III, IV, V	100	97	100	97	100
% "Exceeding" State Standards Levels IV, V	92	75	90	85	93
Number of students tested	56	61	62	66	45
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. * < 10 in all subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels III,IV,V	100	97	98	95	93
% "Exceeding" State Standards					
Levels IV,V	91	86	81	71	74
Number of students tested	56	61	63	66	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. * <10 in all subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards Levels III,IV,V	96	100	93	98	95
% "Exceeding" State Standards Levels IV, V	80	83	69	77	71
Number of students tested	54	56	56	59	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. * <10 in all subgroups					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Levels III,IV,V	96	98	98	97	93
% "Exceeding" State Standards					
Levels IV,V	85	83	78	83	74
Number of students tested	0	0	0	0	0
Percent of total students tested	0	0	0	0	0
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					