



BUREAU OF SCHOOL IMPROVEMENT

Date: January 25, 2007

School: Fleming Island Elementary

School District: Clay County School Board

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	<input checked="" type="checkbox"/> No Changes in Administration have taken place since the last report.
HIGHLY QUALIFIED TEACHERS	<input type="checkbox"/> No changes in instructional staff have taken place since the last report. <input checked="" type="checkbox"/> There are no instructional vacancies at this time. <input checked="" type="checkbox"/> All teachers are certified and teaching in-field.
TEACHER MENTORING ACTIVITIES	All teachers who are new to FIE are assigned a peer teacher. The peer teacher and the new teacher are on the same grade level when possible.
EXTENDED LEARNING OPPORTUNITIES	After School tutoring in the area of reading is offered two days a week to 3 rd grade students considered to be at risk. After School Tutoring in the area of math is offered one day a week to 5 th grade students considered to be at risk. A status of at risk is determined by the classroom teacher based on standardized test scores from the previous school year and on classroom performance measures.

Mid Year Report is due January 25th

<p>READING</p> <p>SRI 3+ = 50%+ 2= 30-40% 1=29%</p> <p>DIBELS 3+=LR-Initial 2=MR – Strategic 1=HR Intensive</p>	Curriculum Area/Benchmark: Strand A: Reading Standard 1 Benchmark LAA122									
	Name of Assessment Used: Baseline-FCAT Reading; Progress Monitoring-SRI and DIBELS									
	Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change	
	Grade 5			SRI			DIBELS			
	% meeting high standards Level 3+	80.3			88.3	10				
	Level 2	6.3			7.1	13				
	Level 1	13.4			4.5	66				
	Grade 4			SRI			DIBELS			
	% meeting high standards Level 3+	72.1			88.2	22				
	Level 2	10.8			6.6	-4				
	Level 1	17.1			5.3	-7				
	Grade 3			SRI			DIBELS			
	% meeting high standards Level 3+	60.3			85.7	42				
	Level 2	3.4			11.4	235				
	Level 1	36.2			2.9	-9				
	<p>Enter narrative here. (Student uses the reading process effectively. Selects from a variety of simple strategies, including phonics, word structure, context clues, self-questioning, confirming simple predictions, retelling visual clues to identify words & construct meaning form various texts, illustrations, graphics & charts.)</p> <p>Students were identified using last years FCAT SSS Reading Achievement Level. The progress of the same students was monitored using DIBELS Oral Reading Fluency assessment and the SRI (Scholastic Reading Inventory). Teachers also identified students in their classes considered to be struggling readers. Progress Monitoring ORF probes were used for practice to improve fluency. After School Tutoring was also offered for struggling students.</p> <p>Results indicate that students in grades 3, 4 & 5 improved in fluency. Some student’s scores indicate there is a need to strengthen comprehension skills.</p>									

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MATHEMATICS FCAT SSS 3+=70+ 2=60-69 1=59-	Curriculum Area/Benchmark: MAA322								
	Name of Assessment Used: FCAT Math and Harcourt Performance testing								
	Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
	Grade 6	FCAT			HPT				
	% meeting high standards Level 3+	96			84.1	-12			
	Level 2	3			8.9	197			
	Level 1	2			7.0	250			
	Grade 5								
	% meeting high standards Level 3+	92			98.2	7			
	Level 2	5			0.9	-82			
	Level 1	4			0.9	-78			
	Grade 4								
	% meeting high standards Level 3+	90			97.2	8			
	Level 2	6			0.8	-87			
	Level 1	5			0	100			
	Enter narrative here. (The student selects the appropriate operation to solve specific problems involving addition, subtraction & multiplication of whole numbers, decimals & fractions, and division of whole numbers.) Baseline data was taken from last year's SSS Math Achievement levels. The students' progress was monitored using performance on tests from the school's math curriculum. Teachers used Drops in the Bucket, Understanding Math and/or Mountain Math as a daily review of basic skills. After School Tutoring was offered to struggling students and a Math Club was offered to provide enrichment.								

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WRITING

Type of Essay: Expository								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 4	1-Write			2-Write				
% meeting high standards: Score 3.5+	28.8			84.1	192			
Score: 2-3	57.6			8.9	-85			
Score: NS- 1.5	13.6			7	-5			
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here. (Creates expository responses in which ideas & details follow an organizational pattern and are relevant to the purpose.)

An initial inventory (Clay Writes) was given by the teacher. Instruction in the writing process using Katherine Robinson's Expository Writing strategies was implemented and monitored. A parent information night (PIN) was given to inform parents of the requirements of the Clay Writes and FCAT Writes+ testing.

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SCIENCE

Curriculum Area/Benchmark: The Nature of science								
Name of Assessment Used: Classroom Assessment								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 6								
% meeting high standards Level 3+	37.5			58.8	57			
Level 2	5.7			17	198			
Level 1	56.8			23.9	-58			
Grade 5								
% meeting high standards Level 3+	86.2			88.7	3			
Level 2	8.1			7.3	-1			
Level 1	5.7			4	-3			
Grade 4								
% meeting high standards Level 3+	98			98.4	0.4			
Level 2	1			1.6	60			
Level 1	1			0	-1			

Enter narrative here. (The student uses the scientific process and habits of mind to solve problems.)

Strategy used was Teacher/Re-Teach the scientific process for solving science problems. Classroom assessments in the adopted science curriculum were used to monitor progress.

School wide Improvement Updates	<p>We continue to monitor the progress of all students in the academic areas of reading, writing, math and science. Our students continue to make progress in all areas. Special attention and appropriate interventions are given to any student whose scores indicate a decline.</p>
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*Baseline Data: baseline data is compared to current assessment data to calculate changes in student performance. Data used should measure the same skills or benchmarks as assessments given earlier in the school year.

**Comparable Data: using valid and reliable assessment items and administered regularly(monthly or quarterly) by the district or school to the same students, measuring the same benchmarks, using the same test item specifications with the same degree of difficulty.)

Directions for Using the Data Chart

1. Insert the curriculum area and/or benchmark assessed.
2. Insert the name of the assessment used.
3. Insert the grade levels assessed.
4. Insert the assessment data in the appropriate column for the reporting period.
5. Enter a narrative explaining the data in the space provided under the data table. The space will expand as needed to accommodate the length of the narrative.

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