



BUREAU OF SCHOOL IMPROVEMENT

Date: **January 2007**

School: **Argyle Elementary**

School District: **Clay County**

REQUIREMENTS	<p align="center">PROGRESS TOWARD MEETING REQUIREMENTS</p> <p>Report progress toward meeting accountability requirements in the appropriate cells below</p>
<p align="center">HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS</p>	<p><input checked="" type="checkbox"/> No Changes in Administration have taken place since the last report.</p>
<p align="center">HIGHLY QUALIFIED TEACHERS</p>	<p><input checked="" type="checkbox"/> No changes in instructional staff have taken place since the last report.</p> <p><input checked="" type="checkbox"/> There are no instructional vacancies at this time.</p> <p><input checked="" type="checkbox"/> All teachers are certified and teaching in-field.</p>
<p align="center">TEACHER MENTORING ACTIVITIES</p>	<p>A supportive mentoring program is established at AES. At this time, no instructional staff has been identified as low-performing. Teachers new to Clay County and those new to teaching meet weekly or as needed with their mentor teacher. Administrators conduct formal and informal observations to provide on-going feedback and support. Collegial study groups meet monthly and allow new teachers the opportunity to participate in professional talk and lesson planning. New teachers may also participate in the following book studies:</p> <ul style="list-style-type: none"> • <u>Exploring Mathematics Through Literature</u>, NCTM • <u>Word Matters</u> by Fountas and Pinnell – Grades 1 and 2 • <u>Teaching Reading in Social Studies, Science and Mathematics</u> by Laura Robb

Mid Year Report is due January 25th

**EXTENDED
LEARNING
OPPORTUNITIES**

Before and /or after school tutoring is available for students identified as in need of intensive remediation in Grades 3-6. Remediation and extended learning opportunities area also available to students in Grades K-6 through small group instruction and conferencing during the school day. Support personnel, trained in the use of QuickReads, Reading Mastery Plus and other specific remediation programs are available daily for students in Grades K and 6.

Mid Year Report is due January 25th

READING

Curriculum Area/Benchmark: Letter Naming Fluency, Oral Reading Fluency								
Name of Assessment Used: 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 6								
% meeting high standards Level 3+	59%			62%	+3			
Level 2	31%			33%	+2			
Level 1	9%			5%	-4			
Grade K								
% meeting high standards Level 3+	73%			76%	+3			
Level 2	21%			20%	-1			
Level 1	6%			4%	-2			
Grade 3								
% meeting high standards Level 3+	67%			67%	0			
Level 2	21%			25%	+4			
Level 1	11%			9%	-2			

Enter narrative here.

The DIBELS is utilized as a mid-term progress monitoring tool to measure improvement in the area of letter naming fluency, (K) and oral reading fluency (1-6). Students identified in “blue” or “green” (Initial) on the DIBELS report are considered to be meeting or exceeding standards. Students identified in “yellow” (Strategic) are reported in Level 2 and students in “red” (Intensive) are reported as Level 1. Results show that iii programs using research-based tools such as Reading Mastery Plus (K), Open Court Phonics, (K-3) and QuickReads (2-6) have been successful in increasing fluency rates. Reading diagnostics and on-going assessments used in grades 1-6 to monitor comprehension skills also show a steady increase in student achievement. Fourth grade comprehension measures show an increase from 60% to 81% in mastery on the DOE released FCAT practice test. Results for students in grades 3, 4 and 6 also show significant improvement gains on the FCAT practice test making the goal for 70% of these students to show a learning gain on the 2007 FCAT an encouraging possibility.

Mid Year Report is due January 25th

MATHEMATICS

Curriculum Area/Benchmark: Grade Level Expectations								
Name of Assessment Used: School-based Mathematic Diagnostic								
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								
% meeting high standards Level 3+	63%			70%	+7			
Level 2	43%			41%	-2			
Level 1	4%			1%	-3			
Grade 5								
% meeting high standards Level 3+	21%			36%	+15			
Level 2	66%			56%	-10			
Level 1	13%			8%	-5			
Grade 6								
% meeting high standards Level 3+	34%			38%	+4			
Level 2	61%			57%	-4			
Level 1	5%			5%	0			

Enter narrative here.

The FCAT aligned mathematics diagnostic has been give twice to students in grades K-6. Teachers use diagnostic results to generate a class and individual student improvement plan. Results at each grade level show gains in the percentage of students meeting high standards. Grade 5 has focused heavily on the lowest quartile students to ensure these students make a learning gain on the 2007 FCAT. Percentages reported are aligned with FCAT levels by determining the acceptable percentage of correct responses on the Math Diagnostic at the time of the baseline and again at mid-year. For example, students in Grade 4 who completed 46 or greater of the problems correctly at baseline were considered at mastery for the beginning of the year. By mid-year, the expectation had risen and students must complete 55 or greater correctly to receive a Level 3. The math diagnostic covers all grade level benchmarks including those not yet taught. This is important to note when looking at the student scores.

Mid Year Report is due January 25th

WRITING

Type of Essay: Narrative								
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								
% meeting high standards: Score 3.5+	69%	67%	-2	80%	+13			
Score: 2-3	29%	28%	-1	18%	-10			
Score: NS- 1.5	2%	5%	+3	2%	-3			
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.

Using a released FCAT narrative prompt, students in grade 4 have shown marked improvement from a baseline of 69% to 80% of the students meeting high standards. The FCAT Writes scoring rubric was used to determine the student's score. Small group instruction and individual conferencing have been used daily with students scoring below a 3.5. Additional assessments including Clay Writes have also been used to monitor student progress.

Mid Year Report is due January 25th

SCIENCE

Curriculum Area/Benchmark: Grade Level Expectation for Science								
Name of Assessment Used: School-based Science Diagnostic								
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								
% meeting high standards Level 3+	61%			62%	+1			
Level 2	39%			37%	-2			
Level 1	1%			1%	0			
Grade 6								
% meeting high standards Level 3+	74%			76%	+2			
Level 2	26%			24%	-2			
Level 1	0%			1%	+1			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

A school-based science diagnostic is utilized in Grades 5 and 6 to monitor student progress and plan for instruction. Achievement levels are determined by establishing benchmarks at the beginning of the year, mid-year and at the end of the year. Like DIBELS and other assessments, the target increases for each testing period showing half a year's growth in achievement for each child. For this reason, the minimal positive changes in the percentages at each level reflect improvement as related to the mid-year growth. For example, fifth grade students were expected to complete 28 – 56 test items correct in August to meet high standards. This target increased in January with students expected to score 33 – 56 items correct to maintain that achievement level.

Mid Year Report is due January 25th



Mid Year Report is due January 25th

**School wide
Improvement
Updates**

In addition to learning gains in each academic area, Argyle Elementary has made improvement in its school to home communication and has experienced a significant increase in parental involvement. A school events sign has been installed and the school's website is updated weekly with information to keep all school stakeholders informed of every school event and volunteer opportunity. A marked decrease in discipline referrals has been noted due to smaller class sizes and an effective school-wide discipline plan. Argyle Elementary continues to provide quality instruction in a supportive, calm and pleasant learning environment.

*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.

Mid Year Report is due January 25th