

Florida Department of Education
PROGRESS REPORTS
November 11th, January 27th, and April 28th

School Name & District: Lake Asbury Elementary & Clay County
Date: 1/19/06
Principal: Dale Eichhorn

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINSTRATORS	<p>Describe for each section below what progress the school has made toward accomplishing its school improvement goals. Provide data or other evidence to support the progress to date, including the extent and effect of implementation of strategies identified in the School Improvement Plan.</p> <p>The Principal, Dale Eichhorn, holds a Master's Degree in Administration. He is certified in the Southern Regional Education Board Data Analysis and Culture Training. He has completed the Administrator's Literacy Institute, Florida Comprehensive Assessment Test/Academic Improvement Plan/Standardized Test for Assessment of Reading Training, The Clay County Leadership Academy, and Empowering English for Speakers of Other Languages Teachers Workshop.</p> <p>Mr. Eichhorn has implemented quarterly seamless articulation meetings. He encourages student achievement through the Principal's Lunch Bunch program. Mr. Eichhorn completes weekly classroom walkthroughs to ensure all students are receiving high quality instruction.</p> <p>Through Mr. Eichhorn's training and innovative ideas, our faculty is able to increase student achievement as they progress through each grade level while consistently meeting the needs of all students.</p> <p>The Assistant Principal, Ryan Widdowson, holds a Master's Degree in Educational Leadership. She is currently enrolled in Clay County's Human Resources Management Division Program for Principal Certification. She has completed Administrator's Literacy Institute, Dynamic Indicators of Basic Early Literacy Skills Administrative Training, Interaction Management, Florida Principal's Competencies, Florida Comprehensive Assessment Test / Academic Improvement Plan Standardized Test for Assessment of Reading Training, Florida</p>

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	<p>Leaders.net, and Facilitating Effective Teams Training. Mrs. Widdowson is Nationally Board Certified in the area of Adolescent Social Studies.</p> <p>Mrs. Widdowson serves as Lake Asbury Elementary's In-service Coordinator. She completes weekly classroom walkthroughs to ensure all students are receiving high quality instruction. Mrs. Widdowson also supervises teacher's Individual Professional Training Plans to ensure that all of our teachers maintain a high level of instruction, so that student achievement is positively impacted.</p> <p>Through Mrs. Widdowson's extensive training and experience she supports the efforts of faculty and staff to enhance student achievement.</p>
<p>QUALIFIED, HIGH QUALITY TEACHERS</p>	<p>The following Lake Asbury Elementary teachers are in-field and have met state certification requirements: Kim Adair, Karen Austin, Heather Butcher, Janet Bruce (English for Speakers of Other Languages Endorsed), Francis Buscemi, Debbie Carberry, Kelly Carroll, Donna Combass, Stan Cowherd, Rachel Cox, Christina D'Addona (English for Speakers of Other Languages Endorsed), Carol Davis (English for Speakers of Other Languages Endorsed), Arlena Dobbins, Lynne Dottavio, Jessica Downard, Jan Duncan, Lynn Elliott (English for Speakers of Other Languages Endorsed), Laura Fogarty, Janet Fox, Jennifer Frisbee, Tonya Glisson, Shannon Hillis, Brenda Horne, Twila Houston, Ruth Jariel, Karen Kelley (English for Speakers of Other Languages Endorsed), Nikki Lamm, Monica Lange, Chastity Lee, Kathryn Magnifico, Ann Marcy, Jill Maunz, Debbie McCabe (English for Speakers of Other Languages Endorsed), Karen McMillan, Emily Minton, Jessica Mitchell, Stacey Murphee, Tiffany Myrick, Christina Nissen, Teresa Papp, Louise Partyka (English for Speakers of Other Languages Endorsed, Certified in K-12 Reading), Elaine Paschal (English for Speakers of Other Languages Endorsed), Debra Pope, Michelle Roberts, Kelly Rodifer, Diana Rountree, Candi Ryan, Barbara Schmidt (English for Speakers of Other Languages Endorsed), Bonnie Showman, Glenda Smith, Lori Stokes (English for Speakers of Other Languages Endorsed), Angie Sullivan, Cheryl Taylor (English for Speakers of Other Languages Endorsed), Sabrina Thomas, Beverly Tobias (English for Speakers of Other Languages Endorsed), Bobbie Todd (English for Speakers of Other Languages Endorsed),</p>

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	<p>Sherry Tracz (Certified by the National Board as a Middle Childhood Generalist), Jennifer Umbaugh, Jennifer Price, Kim Walker, Emily Weiskopf, Heather Wells (English for Speakers of Other Languages Endorsed), Candy Wendorff, and Beverly Wilber.</p> <p>The following personnel are trained instructors in the area of Scientific Research Associates Direct Instruction: Rhonda Heath, Bonnie O'Nora, Brenda Worsham, and Robin Heinz.</p>
SCHOOL MATCH	
TEACHER MENTORING	<p>First year teachers with a degree in education have a mentor assigned to them to help them become productive and proficient members of the educational community.</p> <p>Each college graduate who is working towards certification in education will be assigned a Certified Peer Teacher to help him/her become productive and proficient members of the educational community.</p> <p>Each team leader will monitor any new team member's student achievement data and provide training in any needed area.</p> <p>Question 3 (County Reading Plan)</p> <p>At the elementary level, the District will ensure that full-time reading coaches are staffed at the two Reading First schools and also at the two additional schools that will follow the Reading First model for the 2005-2005 school year. Full-time reading coaches will be placed in every jr. high school and in all but one high school. It will be stressed that the reading coach is never to be assigned administrative, substitute, or any other duties that jeopardizes their effectiveness at the school level, or that interferes with their role as a reading coach.</p>

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	<p>At the time of the initial creation of our plan, we have not yet identified mentor teachers in reading. As we work through the plan we will identify mentor teachers with expertise in the five areas of reading. (Note that different teachers can have expertise in one area of reading and perhaps not another.) Mentor teachers will be identified based on student achievement data. Our current professional development plan does not distinguish between professional development follow-up for basic teachers and mentor teachers. This is an area we plan to develop over the course of our plan</p>
<p style="text-align: center;">SCHOOL WIDE IMPROVEMENT MODEL</p>	
<p style="text-align: center;">EXTENDED LEARNING OPPORTUNITIES</p>	<p>Lake Asbury Elementary provides tutoring for grades 2, 3, 4, 5, and 6. Tutoring was offered to EVERY second grader scoring 45% and below on the Stanford Achievement Test 10. Tutoring was offered to EVERY third, fourth, fifth and sixth grade student scoring a level 1 or 2 and/or 39% or lower on the Florida Comprehensive Assessment Test Sunshine State Standards and/or Norm Reference Test. Sessions began in October and will run until February 16th. There are Monday and Wednesday sessions OR Tuesday and Thursday sessions for each grade level. Each session lasts for forty five minutes. We have the following number of students in each grade level: Second grade – 30 students; Third grade – 30 students; Fourth grade -15 students; Fifth grade 15 students; Sixth grade – 20 students.</p> <p>During the summer, students that score 40% or lower on the Stanford Achievement Test 10, Florida Comprehensive Assessment Test Sunshine State Standards, and/or Norm Reference Test are invited to attend a Summer Reading Camp to enhance their reading skills. Third grade students are given the first priority then second grade students and finally first grade students. Students with disabilities are provided the opportunity to attend summer school.</p> <p>Question 10 (County Reading Plan)</p>

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	<p>Struggling students will have access to services outside of the normal school hours. Examples of additional educational opportunities might include tutoring before or after school, mentoring programs, Saturday school, and summer reading camps. All third grade level one students (in the area of reading) are strongly encouraged to attend summer reading camps. Information pertaining to Clay District Schools' summer reading camp has been submitted to the Florida Department of Education. Tutoring and mentoring programs will focus primarily on reading. Students who attend summer reading camps will be monitored by using Dynamic Indicators of Basic Early Literacy Skills assessments.</p> <p>Questions 9A, 9B, 9C and 9D</p> <p>Every effort will be made to provide students with additional opportunities for reading practice and instruction. Schools will be encouraged to offer before and after school tutoring programs, as well as peer tutoring programs. Saturday school is also an option for struggling readers. An intensive reading class is offered at every jr. high as a part of the Clay District Schools summer school program. The summer intensive reading class utilizes materials available from the media center. Leveled readers are also incorporated into the program. Additional leveled readers will be provided as funding allows. The summer intensive reading classes extend twenty-four days over the summer and are five hours a day in length.</p>
<p style="text-align: center;">READING {Evidence of progress in Reading}</p>	<p>The faculty and staff of Lake Asbury Elementary disaggregated and analyzed student achievement data from the following sources: 2005 Florida Comprehensive Assessment Test Results, 2005 Norm-Reference Test Results, 2005 Stanford Achievement Test 10 Results, 2005 Stanford Early School Achievement Test Results, 2005 Dynamic Indicators of Basic Early Literacy Skills Results, and the 2005 Scientific Research Associates Progress Monitoring to meet the individual academic needs of all students. Teachers monitor student progress through the use of Scientific Research Associates Rate and Accuracy Tests, Dynamic Indicators of Basic Early Literacy Skills, and curriculum aligned tests. The strategies implemented in our School Improvement Plan have contributed to student achievement as determined by assessments given at the beginning and middle of the 2005-2006 school year.</p>

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<p>MATHEMATICS</p> <p>{Evidence of progress in Mathematics}</p>	<p>The faculty and staff of Lake Asbury Elementary disaggregated and analyzed student achievement data from the following sources: 2005 Florida Comprehensive Assessment Test Results, 2005 Norm-Reference Test Results, 2005 Stanford Achievement Test 10 Results, 2005 Stanford Early School Achievement Test Results, and the curriculum aligned test results to meet the individual academic needs of all students. Teachers monitor student progress through the use of curriculum aligned tests. The strategies implemented in our School Improvement Plan have contributed to student achievement as determined by curriculum aligned assessments given at the beginning and middle of the 2005-2006 school year.</p>
<p>WRITING</p> <p>{Evidence of progress in Writing}</p>	<p>The faculty and staff of Lake Asbury Elementary disaggregated and analyzed student achievement data from the following sources: 2005 Florida Comprehensive Assessment Test Results and the 2005 Clay Writes to meet the individual academic needs of all students. Teachers monitor student progress through classroom writing assignments and Clay Writes Writing Assessments. The strategies implemented in our School Improvement Plan have contributed to student achievement as determined by curriculum aligned assessments given at the beginning and middle of the 2005-2006 school year.</p>
<p>SCIENCE</p> <p>{Evidence of progress in Science}</p>	<p>The faculty and staff of Lake Asbury Elementary disaggregated and analyzed student achievement data from the following sources: 2005 Florida Comprehensive Assessment Test Results and the curriculum aligned Pre/Mid/Post Test Results to meet the individual academic needs of all students. Teachers will monitor student progress through curriculum aligned tests. The strategies implemented in our School Improvement Plan have contributed to student achievement as determined by curriculum aligned assessments given at the beginning and middle of the 2005-2006 school year.</p>
<p>REVISIONS OR UPDATES</p>	<p>Update to Seamless Articulation: Add "Quarterly, each grade level will meet with the grade above and grade below to discuss student achievement and ensure that students transition easily to the next grade level."</p>

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