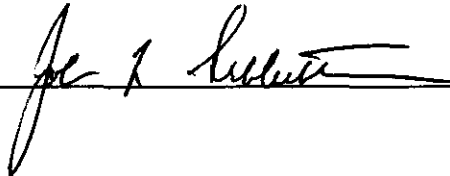


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SCHOOL IMPROVEMENT PLAN 2005 - 2006 FINAL ADEQUATE PROGRESS CHECKLIST

SCHOOL: Lakeside ElementaryDATE SUBMITTED: Jun 28, 2006Principal's
Signature: _____


*Adequate
Goal
Progress

Documentation/ Evidence

	OBJECTIVE(S):
Reading <input checked="" type="radio"/> YES <input type="radio"/> NO	<p>Obj. 1. By the end of the 2005-2006 academic year 71% of the lower quartile, will meet/exceed reading proficiency by scoring at or above level 3 on the FCAT</p> <p>Obj. 2. The percent of standard curriculum students scoring Level 3 or above on the 2005 FCAT reading component will be improved to 88% for the year 2006.</p> <p>Obj. 3 By the end of 2005-2006 academic year 45% of the students in all subgroups will maintain/exceed reading proficiency by achieving adequate yearly progress as determined by the Florida Comprehensive Test of Achievement (FCAT).</p> <p>Evaluation: On the 2006 FCAT, 81% of LES students in grade 3-6 achieved at level 3 or above and 67% showed a year's progress (AYP) 68% of the lower quartile scored at or above level 3 on the FCAT. Reading proficiency was met by subgroups. All students K,1,2, participated in Direct Instruction reading program by SRA. Students in grades 3-6 in the lower quartile participated in the Direct Instruction reading program.</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments were administered to all students on the first assessment in grades K-5 and continued for students at moderate risk and high risk for subsequent assessments for a total of four at quarterly intervals. Grades 1,2,4 and 5 showed an average increase at 6.5% of students reading at high risk from the first assessment to the 4th assessment. Grades K and 3 showed an average of 3% decrease of students reading at high risk from the first assessment to the 4th assessment.</p> <p>Mini-lessons were taught in reading each classroom and correlated with the Sunshine State Standards benchmarks and documented in the lesson plans. Students identified as in the lower quartile, were given an Academic Improvement Plan and strategies were developed and implemented as needed for each student. Students identified as at-risk in reading, based on classroom performance, were provided before school tutoring, two days a week, for four weeks. Students who were not progressing on the Academic Improvement Plan received further interventions which was developed through the Intervention Team. All students with Disabilities receive individualized instruction in either a co-teaching, resource or self-contained environment to meet their needs and they received services through their Individual Educational Plan.</p> <p>Students at LES answered 116,148 benchmark related questions in reading on FCAT Explorer as recorded in grades in 3-5. Although the students in grades K-2 and participated, their answers were not recorded on FCAT Explorer.</p>

Writing

OBJECTIVES(S):

YES

Objective: 95% of LES fourth graders will score 3.5 or higher on the 2006 FCAT writing and 75% of the fourth graders will score 4.0 or higher.

NO

Evaluation:

91% of LES fourth Graders in 2006 school year scored 3.5 or higher on the Florida Comprehensive Achievement Test (FCAT) Writing. 75% of the fourth graders scored level 4.0 or higher.

Although we didn't meet our school objective we did meet/exceed state requirements.

Based on Adequate Yearly Progress reports, LES students improved performance in writing to exceed 1% from 2005 school year. 100% of students tested met writing proficiency levels.

Based on periodic test assessment results, all students at LES participated in Clay Writes assessment on a quarterly basis in grades K-6 in 2005-2006 school year. Fourth Grade completed the Writing Curriculum adopted by the County written and published by Kathryn Robinson and all teachers at LES received inservice training on this curriculum.

Math

OBJECTIVE(S):

YES

NO

Obj.1 At least 81% of our 3,4,5, and 6th grade students will score at Level 3 or higher on the math portion of the Florida Comprehensive Assessment Test and 68% of our tested students will make a year's growth in math as determined by their developmental scores.

Obj. 2 Students' mean points earned will increase in the areas of number sense and geometry on the 2006 Sunshine State Standards math components.

Evaluation:

On the 2006 FCAT, 76% of LES students in Grades 3-6 achieved at or above Level 3, and 65% showed a year's growth according to their developmental scores. Student achievement on the 2006 FCAT math components on number sense and geometry indicate students in Grades 4 and 5 met or exceeded goals in both areas. Grade 3 had 54% in number sense, and 41% in geometry. We did not have a math component on FCAT Explorer for 3rd grade. They could benefit from more time on Harcourt and FCAT Explorer.

Although we didn't meet our school objective we did meet/exceed state requirements.

Based on Adequate Yearly Progress reports, LES students met math proficiency levels for 2005-2006 school year, including all subgroups.

Students identified as in the lower quartile received services on an Academic Improvement Plan and strategies were developed and implemented as needed for each student. Students identified as at-risk, based on classroom performance in math also received before school tutoring services, two days a week for four weeks. Students who were not progressing on the Academic Improvement Plan received further interventions which was developed through the Intervention Team.

All students with disabilities received individualized instruction in either a co-teaching, resource or self-contained environment to meet their needs and they received services through their Individual Education Plan.

Science

OBJECTIVES(S):

YES

LES fifth graders will obtain a mean scale score of at least 315 on the Science portion of the Florida Comprehensive Achievement Test.

NO

Evaluation:

In the area of Science, the 2006 FCAT scores are the primary determining factor for addressing our needs.

Lakeside's mean scale score on the Fifth Grade Science FCAT was 330.

All students with disabilities received individualized instruction in either general education class or in a co-teaching, resource, or self-contained environment to meet their needs and they received services through their Individual Educational Plan.

<p>Technology</p> <p><input checked="" type="radio"/> YES</p> <p><input type="radio"/> NO</p>	<p>OBJECTIVE(S):</p> <p>LES Teachers will improve computer literacy as determined by their training plans and inventory survey.</p> <p>Evaluation:</p> <p>Academic Improvement Plans and Individual Education Plans were completed on the computer for the school year 2005-2006.</p> <p>More than 50% of the Faculty posted School Notes on the Lakeside Web Page, which was available for parent access.</p>	
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Health /
Fitness

OBJECTIVE(S):

YES

By the end of year 2005-2006 academic year LES students will enhance their fitness levels by participating in activities during Fitness Fridays and by participating in community running events.

NO

All Lakeside students participated in Fitness Fridays, witnessed by the administrators. A Health Center was began at Lakeside and Teachers utilized the equipment for daily fitness as time permitted.

Nutritional snacks were provided for students during FCAT testing and Stanford 10 testing.

Student
Safety

OBJECTIVES(S):

YES

During the academic year of 2005-2006 26 accident reports were filed through the school clinic. This indicated a slight .005% increase from the previous year.

NO

Safety patrol program has been re-evaluated.

A school wide parent survey was distributed with 59% of the families at Lakeside Elementary responding . Based on the survey results, safety while going to and from school and while at school reflected the areas of most concern.