



BUREAU OF SCHOOL IMPROVEMENT

Date:

School:

School District:

REQUIREMENTS	<p align="center">PROGRESS TOWARD MEETING REQUIREMENTS</p> <p align="center">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 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>Peer teachers mentoring beginning teachers; teachers new to the school mentored by team leaders; SRA Coaches mentoring SRA Direct Instruction teachers; County Title I Specialist mentoring third grade teachers; Grade level representatives participating in the county-wide curriculum meeting and sharing sessions; Title I Reading and Writing Coaches are mentoring and modeling for teachers; and Learning Communities for Primary and Intermediate teachers to develop Reading Comprehension strategies.</p>
<p align="center">EXTENDED LEARNING OPPORTUNITIES</p>	<p>After-school tutoring program began in September, 2006 and continues through March, 2007; Project Reach Tutoring for homeless students; After-school clubs began in August, 2006 and will continue throughout the school year.</p>

Mid Year Report is due January 25th

READING

Curriculum Area/Benchmark: Reading								
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 3								
% meeting high standards Level 3+	DIBELS	65%		68.9%	+3.9%			
Level 2	DIBELS	19%		20.5%	+1.5%			
Level 1	DIBELS	16%		10.7%	-5.3%			
Grade 4								
% meeting high standards Level 3+	DIBELS	60%		60%	-1%			
Level 2	DIBELS	20%		23.1%	+3.1%			
Level 1	DIBELS	20%		16.9%	-3.1%			
Grade 5								
% meeting high standards Level 3+	DIBELS	78%		70.2%	-7.8%			
Level 2	DIBELS	12%		17.7%	+5.7%			
Level 1	DIBELS	10%		12.1%	+2.1%			

Enter narrative here.

Students are given the DIBELS test three times each year. Students identified as “high risk” are at risk to be a FCAT Level 1; students identified as “moderate risk” correlates to students who perform at the FCAT Level 2; students not identified as “high or moderate risk” correlates to students who perform at or above the FCAT Level 3. Students that are identified as “high or moderate risk” are eligible to receive after-school tutoring services and supplemental reading instruction during the school day.

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MATHEMATICS

Curriculum Area/Benchmark: Mathematics								
Name of Assessment Used: Harcourt Math/ Holt Math								
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		FCAT			Harcourt			
% meeting high standards Level 3+	79.6%	N/A	N/A	60%	-19%			
Level 2	11.4%	N/A	N/A	28%	+16.5%			
Level 1	9%	N/A	N/A	12%	+3%			
Grade 5								
% meeting high standards Level 3+	73%	N/A	N/A	65%	-14%			
Level 2	20%	N/A	N/A	20%	+5%			
Level 1	7%	N/A	N/A	15%	+3%			
Grade 6								
% meeting high standards Level 3+	60%	N/A	N/A					
Level 2	22%	N/A	N/A					
Level 1	18%	N/A	N/A					

Enter narrative here.

Scores were based on the Harcourt Diagnostic Test that was given in December. Students that are on or above grade level were listed in Level 3+. These students were at or above the 50th percentile. Students that were in the 26-49% percentile were listed in Level 2. Students in the lowest quartile were listed in Level 1

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WRITING

Type of Essay: Clay Writes Prompts								
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	August	November		January				
% meeting high standards: Score 3.5+	20%	27%	+7%	49%	+22%			
Score: 2-3	50%	53%	+3%	36%	-17%			
Score: NS- 1.5	25%	20%	-5%	15%	-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.

Scores were based on the Clay Writes prompts that were given in August, November, and January for grade 4. Prompts are scored with the same rubric that is used for the FCAT Writing prompts.

Mid Year Report is due January 25th

SCIENCE

Curriculum Area/Benchmark: Science								
Name of Assessment Used:								
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+	49%	N/A	N/A	57%	+8%			
Level 2	24%	N/A	N/A	22%	-2%			
Level 1	27%	N/A	N/A	21%	-6%			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Results were based on a Blast Off FCAT Science Diagnostic given in late November.

Mid Year Report is due January 25th

School wide Improvement Updates	Adequate progress is being made in all strategies for Reading, Mathematics, Writing, Science, Parent Involvement and Safety/Discipline.
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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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