



BUREAU OF SCHOOL IMPROVEMENT

Date: January 2007

School: Lakeside Elementary

School District: Clay County

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	<input 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 type="checkbox"/> There are no instructional vacancies at this time. <input type="checkbox"/> All teachers are certified and teaching in-field.
TEACHER MENTORING ACTIVITIES	The mentoring program at LES is very positive and the new teachers receive monthly support and guidance through a mentoring program sponsored by Clay County Schools. The Administrators also provide on-going formal and informal observations and feedback to the all new teachers the opportunity to evaluate their own performance.
EXTENDED LEARNING OPPORTUNITIES	Lakeside Elementary offers before and after school tutoring for reading and math in grades 3-6. This program is developed as for remediation and strengthening skills in these subjects. The students are also offered extended learning opportunities in grades K-6 through intensive small group instruction and precise phonemic awareness and fluency building activities. Students also participate in supportive activities in the computer lab to reinforce skills, after school.

Mid Year Report is due January 25th

READING

Curriculum Area/Benchmark:								
Name of Assessment Used: Diagnostic, Leveled Test Link – Scott Foresman								
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+	44%			49%	5%			
Level 2	30%			40%	10%			
Level 1	34%			48%	14%			
Grade 5								
% meeting high standards Level 3+	54%			65%	11%			
Level 2	47%			56%	9%			
Level 1	38%			49%	11%			
Grade 6 Prentice Hall Diag								
% meeting high standards Level 3+	67%			67%	maintained			
Level 2	61%			68%	7%			
Level 1								

In grades K-6 DIBELS scores are tracked to monitor progress on fluency. The requirement for progress is increased throughout the year. This data pinpoints students within the low risk , moderate risk, or high risk areas of need. The high risk and moderate risk students receive additional fluency training through a program titled “Quick Reads,” which also monitors progress in fluency.

Grade 3-6 students also participate also participate in diagnostic reading comprehension assessments, formative and summative evaluation. Third grade has shown improvement in comprehension from their baseline to mid-year tests as reflected in their scores of 55% accuracy at baseline to 74% at mid-year which shows 23% improvement. Fourth and fifth grade students also monitored comprehension using the Scott Foresman Reading Diagnostic Test. These students have shown progress, particularly notable is the improvement among the level 1 and level 2 students. Students in grade 6 have also shown progress in Reading Comprehension, which was monitored through the Prentice Hall Diagnostic assessment. The levels are determined by their previous years testing on FCAT.

Mid Year Report is due January 25th

MATHEMATICS

Curriculum Area/Benchmark:								
Name of Assessment Used: Harcourt Math / End of Year 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 4								
% meeting high standards Level 3+	41%			48%	7%			
Level 2	29%			36%	7%			
Level 1	30%			37%	7%			
Grade 5								
% meeting high standards Level 3+	43%			53%	10%			
Level 2	38%			42%	4%			
Level 1	36%			45%	9%			
Grade 6								
% meeting high standards Level 3+	62%			55%	7%			
Level 2	30%			39%	9%			
Level 1	8%			38%	30%			

Students at Lakeside in grades K-6 are participating in a program titled, Harcourt Math on the computer, which is school board adopted program. Students are assessed at the beginning of the program and then are presented intervention skills which are aligned with their needs, as demonstrated on the pre-test. They are then assessed again at mid-year. Our administrators have also launched an effective morning math program, which is presented on the morning news, to all students K-6. The repetition of math skills and consistent interventions have been successful strategies for our students. We have tracked students progress on these pre and mid-year tests based on levels as indicated on the FCAT. In Grade 1 students have improved from 35% to 64% accuracy, Grade 2, from 53% to 73% and Grade 3, from 46% to 62%. These scores indicate promising improvement in math for our students. We are also pleased to see improvement in grades 4-6, particularly with Level 1 and Level 2 students.

Mid Year Report is due January 25th

WRITING

Type of Essay: Clay Writes								
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+	13%			19%	6%			
Score: 2-3	66%			70%	4%			
Score: NS- 1.5	14%			11%	-3%			
Grade 5								
% meeting high standards: Score 3.5+	27%			23%	-4%			
Score: 2-3	59%			57%	-2%			
Score: NS- 1.5	14%			19%	5%			
Grade 6								
% meeting high standards: Score 3.5+	6%			7%	1%			
Score: 2-3	60%			31%	-29%			
Score: NS- 1.5	34%			62%	28%			

Using prompts and regular practice, Grade 4 students are beginning to show improvement in writing skills. Students in Grades 5 and 6 continue to practice writing skills across curriculum areas. Our students are leaning how to write to meet the FCAT Writes scoring rubric and they receive daily practice through Kathryn Robinson writing program. This program builds on skills on a day to basis. We expect to see more progress on the FCAT Writes Assessment in February.

Mid Year Report is due January 25th

SCIENCE

Curriculum Area/Benchmark:								
Name of Assessment Used: Harcourt Science/ on Computer								
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+	40%			63%	23%			
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

The fifth grade students have shown significant progress of 23% accuracy on their Science diagnostic assessment, which was administered pre and mid-year. This also shows that the students have also retained some information learned in previous years, which is very promising for this years FCAT.

Mid Year Report is due January 25th

School wide Improvement Updates	
---------------------------------------	--

*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