



# BUREAU OF SCHOOL IMPROVEMENT

Date: January 22, 2007

School: R.M. Paterson Elementary

School District: Clay

REQUIREMENTS	<b>PROGRESS TOWARD MEETING REQUIREMENTS</b> Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	X No Changes in Administration have taken place since the last report.
HIGHLY QUALIFIED TEACHERS	X No changes in instructional staff have taken place since the last report. X There are no instructional vacancies at this time. X All teachers are certified and teaching in-field.
TEACHER MENTORING ACTIVITIES	Kindergarten has a student Intern Cindy                      from Saint Leo University.
EXTENDED LEARNING OPPORTUNITIES	

Mid Year Report is due January 25<sup>th</sup>

READING

Curriculum Area/Benchmark:								
Name of Assessment Used:								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade				4				
% meeting high standards Level 3+				31				
Level 2				47				
Level 1				22				
Grade				5				
% meeting high standards Level 3+				42				
Level 2				45				
Level 1				13				
Grade				6				
% meeting high standards Level 3+				83				
Level 2				12				
Level 1				5				

Grade	K	1	2	3
% meeting high standards Level 3+	36	28	35	25
Level 2	44	47	44	62
Level 1	20	25	21	13

Enter narrative here.

Kindergarten at risk students are identified by the Dibels screenings at the beginning of the year. The SRA Readiness Assessment is given to determine SRA levels. FLKRS is administered at the beginning of the year. Updated assessments are administered every 4 weeks along with parent conferences, every 9 weeks if students are at risk. All kindergarten students are required to have SRA instruction. Mastery Tests are given at the end of 5 lessons. Harcourt Reading series is used to teach phonics. Classroom libraries, word walls and audio-tapes are used to improve phonics and vocabulary skills.

First Grade is using SRA, Dibels and classroom reading comprehension and vocabulary tests for assessment. The audio tapes have improved fluency. Word walls improve spelling and vocabulary. Independent Reading Levels are determined

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By using DAR (Diagnostic Assessment Reading). This is also used for Guided Reading Levels.

In second grade a reading assistant works with students at or below the 39<sup>th</sup> percentile. The program “Reading Naturally”, has shown an abundance of improvement with these students. The students are assessed daily using “cold reads” and “hot reads”. 90% of the “at risk” students are improving in reading fluency and comprehension. These students are also participating in SRA Direct Instruction. These students are passing “check-outs” on their first trials. Fluency and vocabulary has improved for all students with the use of audio tapes and word walls. Weekly reading tests are used for assessment.

Third grade has seen improvement in comprehension with teacher made tests. “Cold Reads” have also shown improvement. SRA has improved fluency, comprehension and vocabulary.

Fourth grade has found that one of the most effective strategies in reading have been the use of word walls. Vocabulary skills have shown much improvement. Teaching “parts of speech” has been more successful by using word walls. Fourth grade participates in the “Battle of the Books” which encourages our students to read. Every day we have S.S.R. (D.E.A.R.) time during school, as well as teachers reading chapter books aloud to class. For students who are lower readers, we are using “books on tape” and whisper phones. We are incorporating readers/writers workshop into everyday routines.

The fifth grade team has continued to focus on highest student achievement in the area of reading. The following materials are used daily: reading basal and accompanying materials, chapter books/novels with literature circles, the book entitled “Reading Detective, dictionaries and thesauruses, APPLE Research, CRISS reading Strategies, and Kathryn Robinson “Read to Write” materials. The students who achieved a Level 1 and 2 on the 2006 reading FCAT receive SRA Direct Instruction.

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MATHEMATICS

Curriculum Area/Benchmark:								
Name of Assessment Used:								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade				4				
% meeting high standards Level 3+				24				
Level 2				54				
Level 1				22				
Grade				5				
% meeting high standards Level 3+				19				
Level 2				58				
Level 1				23				
Grade				6				
% meeting high standards Level 3+				64				
Level 2				15				
Level 1				21				

Grade	K	1	2	3
% meeting high standards Level 3+	44	35	39	19
Level 2	34	51	47	67
Level 1	22	14	14	14

Enter narrative here.

Direct Teaching and the use of manipulatives have helped improve reasoning and problem solving skills in kindergarten through second grade. Harcourt Chapter tests are used for assessment.

Third grade has found that “Timed Fact” tests have shown improvement in addition, subtraction and multiplication facts, along with using manipulatives and direct teaching.

Fourth grade uses hands on manipulatives to aid the understanding of a concept. Word walls are also effective in math with studying vocabulary terms. Direct instruction with whole group and small groups is used to re-teach concepts that

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were not mastered.

In fifth grade, students who achieved a Level 1 on the 2006 math FCAT receive instruction with a team of two math teachers. This team uses FCAT daily review pages from Broward County, in addition to the textbook.

The sixth grade uses small group direct instruction and manipulatives with the Level 1 (FCAT) students to help improve understanding of concepts in math.

Harcourt Chapter tests are used for assessment in all grade levels.

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WRITING

Type of Essay:								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade				4				
% meeting high standards: Score 3.5+				20				
Score: 2-3				51				
Score: NS- 1.5				29				
Grade				5				
% meeting high standards: Score 3.5+				37				
Score: 2-3				50				
Score: NS- 1.5				13				
Grade				6				
% meeting high standards: Score 3.5+				36				
Score: 2-3				60				
Score: NS- 1.5				4				
Grade				K	1	2	3	
% meeting high standards: Score 3.5+				31	31	24	30	
Score: 2-3				44	52	54	51	
Score: NS- 1.5				25	17	22	19	

Enter narrative here.

In Kindergarten, journal writing is incorporated in the daily curriculum, along with the teacher modeling the writing process. Graphic organizers are used when teaching writing.

First and second grade have found that graphic organizers have improved children’s writing scores, along with teacher modeling. With only one “Clay Writes” assessment so far, teachers are using teacher-made prompts for testing and assessing improvement and progress.

Fourth through sixth grades use Clay Writes and teacher made prompts, along with graphic organizers to improve and assess their students.

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SCIENCE

Curriculum Area/Benchmark:								
Name of Assessment Used:								
Grade Assessed	Baseline Data	1 <sup>st</sup> Progress Report (October)	% Change	2 <sup>nd</sup> Progress Report (January)	% Change	3 <sup>rd</sup> Progress Report (April)	% Change	Total % Change
Grade				4				
% meeting high standards Level 3+				22				
Level 2				27				
Level 1				21				
Grade				5				
% meeting high standards Level 3+				58				
Level 2				36				
Level 1				6				
Grade				6				
% meeting high standards Level 3+				59				
Level 2				20				
Level 1				21				

Grade				K	1	2	3
% meeting high standards Level 3+				45	23	44	33
Level 2				31	66	48	53
Level 1				24	11	8	14

Enter narrative here.

Kindergarten teaches science 3 days a week using big books, hands on materials and experiments. These materials have been useful tools to help improve the understanding of science concepts.

First through sixth grades use Harcourt's hands on science materials for lab investigations. Students are showing an increased interest in science. Using visual graphic organizers like Venn diagrams and KWL Charts increases

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understanding and reasoning. Chapter tests are used for assessment.

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School wide Improvement Updates	
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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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