



BUREAU OF SCHOOL IMPROVEMENT

Date: January 22, 2007

School: W.E. Cherry Elementary

School District: Clay County School District

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	x <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. We currently have one fifth grade instructional vacancy. Six members of our instructional staff are currently teaching out of field. Five teachers due to the need for ESOL certification and one faculty member in need of the Gifted Endorsement.
TEACHER MENTORING ACTIVITIES	All new teachers have been assigned a mentoring teacher through a Clay County Program that includes retired teachers and principals. Three new employees have been working with peer teachers within their own grade levels or areas of expertise. Newer teachers have been observing the classrooms of more experienced teachers. Reading Coach has modeled several lessons for teachers upon request.

Mid Year Report is due January 25th

**EXTENDED
LEARNING
OPPORTUNITIES**

Numerous inservices have been offered to staff members. These opportunities include Successmaker Lab Training, Direct Instruction, DIBELS, DAR, FCAT Strategies, On-Line Reading Competencies, Best Practices for teachers working with students with Autism and numerous other learning opportunities.

Mid Year Report is due January 25th

READING

Curriculum Area/Benchmark: Reading Fluency								
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 4								
% meeting high standards Level 3+		62		74				
Level 2		34		24				
Level 1		04		06				
Grade 5								
% meeting high standards Level 3+		61		68				
Level 2		18		25				
Level 1		21		19				
Grade 6								
% meeting high standards Level 3+		48		69				
Level 2		43		30				
Level 1		09		01				

Enter narrative here.

After the first DIBELS was administered fifth grade became the area of concern. Title I staff created iii groups to help form intensive groups. In November, an informal DIBELS was administered school wide. Our target group changed to the sixth grade who has shown incredible gains this assessment. Fourth grade will now be our area of concern due to the increase in students at risk.

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MATHEMATICS

Curriculum Area/Benchmark: Mathematics								
Name of Assessment Used: Teacher-Made Diagnostic								
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+		45		60				
Level 2		35		30				
Level 1		20		10				
Grade 4								
% meeting high standards Level 3+		52		75				
Level 2		25		15				
Level 1		21		10				
Grade 5								
% meeting high standards Level 3+		25		45				
Level 2		60		45				
Level 1		15		10				

Enter narrative here.

Teachers administer a Math Diagnostic that covers all of the benchmarks for that grade level that is covered on the FCAT. Intensive groups are formed after examining data from the first assessment to the second assessment. Teachers generate lesson plans based on critical needs areas. Students started attending the Successmaker Lab late in the second quarter. This program should help review basic skills with students who are in need.

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WRITING

Type of Essay: Narrative								
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+		0		89				
Score: 2-3		89		11				
Score: NS- 1.5		11		0				
Grade 5								
% meeting high standards: Score 3.5+		0		56				
Score: 2-3		69		31				
Score: NS- 1.5		31		0				
Grade 6								
% meeting high standards: Score 3.5+		70		80				
Score: 2-3		29		20				
Score: NS- 1.5		1		0				

Enter narrative here.

This is a comparison of the first Clay Writes Assessment to the second Clay Writes Assessment. Expectations and standards are high for all grade levels. Narrative prompts were presented to students on both assessments. Expository instruction began the beginning of the third nine weeks.

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SCIENCE

Curriculum Area/Benchmark: Science								
Name of Assessment Used: Science Diagnostic-Teacher Made								
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+		5		23				
Level 2		85		60				
Level 1		10		17				
Grade 5								
% meeting high standards Level 3+		15		50				
Level 2		70		30				
Level 1		15		20				
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Teachers in grades three and five created a Science Diagnostic in alliance with the Sunshine State Standards for that particular grade level. The number of students improving at the level of a 3 or higher is steadily increasing, however the number of students at a level one is increasing. Tutoring has been implemented for the area of Science to help improve diagnostic scores.

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**School wide
Improvement
Updates**

The school as a whole is steadily improving in all areas. Diagnostic data shows the progress being made in each grade level. Areas of concern are addressed by implementing tutoring, rearranging schedules to provide smaller class sizes and utilizing Title I staff.

*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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