



BUREAU OF STUDENT ASSISTANCE BUREAU OF SCHOOL IMPROVEMENT

SINI Mid-Year Report 2007-2008

Date: January 17, 2008

School Number:

School: Central Riverside Elementary

School District: 16

SINI Status: SINI 1-3

SINI-4

SINI-5

Potential Restructuring Tier 1-7

Restructuring Tier 1-7

This Reporting Document is for SINI Schools Only. Assistance Plus schools should use the Progress Report Form available on the BSI web site.

DIRECTIONS	Complete the information above. For each section below, describe the progress and changes your school has made toward accomplishing its school improvement goals. Provide comparable data and/or other evidence to support the progress made to date.
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	<p>Double click to place an <input checked="" type="checkbox"/> in the boxes below that best describe any changes that may have occurred in administration since the submission of your school improvement plan. If changes have taken place, list name(s), degrees, certifications, and prior experience with low-performing schools/students.</p> <p><input checked="" type="checkbox"/> No changes in administration have occurred since the submission of your School Improvement Plan.</p> <p><input type="checkbox"/> Yes, changes in administration have occurred.</p> <p><input type="checkbox"/> Yes, changes in administration are planned if the school enters restructuring.</p> <p>If yes, please explain changes.</p>

**HIGHLY QUALIFIED
TEACHERS**

Double click to place an ☒ in the boxes below that best describe any changes that may have occurred with instructional staff since the submission of your school improvement plan. If changes have taken place, list name(s), degrees, certifications, and the area they are teaching.

A. Instructional staff

- No** changes in instructional staff have occurred since the submission of the School Improvement Plan.
- Yes, changes in instructional staff have occurred.
- Yes, changes in faculty are planned if the school enters restructuring.

If yes, please explain changes.

A kindergarten teacher passed away and was replaced by an out of state experienced highly qualified teacher. She came from California where she also worked in Title I kindergarten classrooms. The itinerant music teacher was terminated and a new music teacher assigned.

RESEARCH-BASED SCHOOL IMPROVEMENT ACTIVITIES FOR STUDENTS
(Additional activities can be added to the chart)

Describe the activities that have taken place to date.

RESEARCH-BASED ACTIVITY #1 FCAT EXPLORER LISTED IN CORRECTIVE ACTION/RESTRUCTURING PLAN Reading, Grade 3 and 4

Total # of Students	Average # of Students Participating	Average % of Students Participating	Total # of Level 1 & 2 Students	Average # of Level 1 & 2 Students Participating	Average % of Level 1 & 2 Students Participating
369	119	32%	36	36	100%

Provide evidence of academic improvement among participating students.

Students sign onto FCAT EXPLORER from school and home to better their scores in FCAT like questions.

Grade Three LA.A. Multiple Choice Correct without Instructional Feedback 49%
 Grade Three LA.E. Multiple Choice Correct WITH Instructional Feedback 58%
 Grade Three LA.A. Multiple Choice Correct without Instructional Feedback 43%
 Grade Three LA.E. Multiple Choice Correct WITH Instructional Feedback 46%

Grade Four LA.A. Multiple Choice Correct without Instructional Feedback 56%
 Grade Four LA.A. Multiple Choice Short Response Correct WITH Instructional Feedback 51%
 Grade Four LA.E. Multiple Choice Correct without Instructional Feedback 42%
 Grade Four LA.E. Multiple Choice Short Response Correct WITH Instructional Feedback 52 %

Due to the conflict with the earlier due date of this report we are unable to report DIBELS or DRA scores.

RESEARCH-BASED ACTIVITY #2 FCAT EXPLORER LISTED IN CORRECTIVE ACTION/RESTRUCTURING PLAN Math, Grade 5

Total # of Students	Average # of Students Participating	Average % of Students Participating	Total # of Level 1 & 2 Students	Average # of Level 1 & 2 Students Participating	Average % of Level 1 & 2 Students Participating
54	54	100	20	20	100

	<p>Provide evidence of academic improvement among participating students.</p> <p>Students sign onto FCAT EXPLORER from school and home to better their scores in FCAT like questions.</p> <p>Grade 5 MA.A. Multiple Choice without Instructional Feedback -46%</p> <p>Grade 5 MA.A. Multiple Choice WITH Instructional Feedback-85%</p> <p>Grade 5 MA.A. Gridded Response without Instructional Feedback-26%</p> <p>Grade 5 MA.A. Gridded Response WITH Instructional Feedback-68%</p> <p>Grade 5 MA.B. Multiple Choice without Instructional Feedback-47%</p> <p>Grade 5 MA.B. Multiple Choice WITH Instructional Feedback-77%</p> <p>Grade 5 MA.B. Gridded Response without Instructional Feedback-34%</p> <p>Grade 5 MA.B. Gridded Response With Instructional Feedback-75%</p> <p>Grade 5 MA.C. Multiple Choice without Instructional Feedback-47%</p> <p>Grade 5 MA.C. Multiple Choice WITH Instructional Feedback-75%</p> <p>Grade 5 MA.C. Gridded Response without Instructional Feedback-8%</p> <p>Grade 5 MA.C. Gridded Response WITH Instructional Feedback-70%</p> <p>Grade 5 MA.D. Multiple Choice without Instructional Feedback-17%</p> <p>Grade 5 MA.D. Multiple Choice WITH Instructional Feedback-35%</p> <p>Grade 5 MA.E. Multiple Choice without Instructional Feedback-59%</p> <p>Grade 5 MA.E. Multiple Choice WITH Instructional Feedback-75%</p> <p>Grade 5 MA.E. Gridded Response without Instructional Feedback-67%</p> <p>Grade 5 MA.E. Gridded Response WITH Instructional Feedback-74%</p>
RESEARCH-BASED	Describe the activities that have taken place to date.

**SCHOOL
IMPROVEMENT
ACTIVITIES FOR
TEACHERS**

Activity	Date	AVERAGE # OF TEACHERS PARTICIPATING	AVERAGE % OF TEACHERS PARTICIPATING
Preplanning	8	45	100
Book Talk-WHALE DONE	8	30	75
Learning Communities to discuss assessment and instruction Monthly	8	45	100
Vocabulary Integration Strategies	8	45	100
DeSensi AYP Training	9	45	100
Differentiated Instruction	10	45	100
Inclusion	11	45	100
Faculty Meetings monthly		45	100
Green Team New Teachers monthly	0	8	100

BUREAU OF STUDENT ASSISTANCE
BUREAU OF SCHOOL IMPROVEMENT
Mid-year reports are due January 24th

<p>Provide evidence of academic improvement for students of the participating teachers.</p> <p>Lesson Plans from teachers provide evidence of meeting with Guided Reading groups and differentiating products for students baed on learning capabilities. Data forms and notebooks provide longitudinal data of grades, attendance, varying assessments, behavioral and attitudinal data. After School Tutoring provides data for students attending. Teachers received training in LEAPFROG SCHOOLHOUSE for grades 3,4,5 and are making gains in math and reading according to these assignments. The fourth grade teacher who teaches writing notes gains in students Writing scores after she attended several workshops.</p>				

Parent and	Parent & Community Notification Activities
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Community Notification Activities	ACTIVITY	DATE	AVERAGE # OF PARENTS PARTICIPATING	OUTCOME
	Open House	08/07	175	25%
	PTA	09/07	60	16%
	SAC	09/07	10	100
	PTA	10/07	60	16%
	SAC	10/07	6	60%
	PTA	11/07	60	16%
	Parent Literacy Night	11/07	25	14%
	Parent Literacy Nights	8,9,10,11,12/07	10 each time	36%
	SAC	11/07	6	60%
	Awards Ceremonies	11/07	12	30%
	Newsletters	weekly	100	100
	Website updated	as needed	100	100

School Support Team Assembled? Yes No

(SINI 4 and 5 only)

School Support Team Membership

Category	Member
Distinguished/HQ Teacher (s)	Lu Morton, Shana David, James Menchan, Eileen Swetnam
Distinguished Principal	Sheridan Brown
ESE/Guidance Person	Fawzia Shaikh, Tina Rich
Parents	Margaret Godke, Nikeria Thorne,Debi Groenendyk,Shella Shelton
Higher Education	
Regional Labs/Centers	
Consultants	Patrick Roach, FL DOE

Is another committee or group serving as the School Support Team? Yes No

If yes, name of group: School Advisory Council, Shared Decsion Making and School Improvement Plan Teams

Dates Group has met: monthly August, September, October, November, December, January

SCHOOL IMPROVEMENT UPDATES	Describe any changes to restructuring plan or activities and rationale.
	<p>Every Faculty member serves on a School Improvement Team Committee and has met 4 times or more. These committess include Reading, Writing, Math, Science, School Safety and Parental Involvement. Each month a committee chair reports progress to the School Advisory Council. Mid year evidence notebooks are recorded and reviewed by School Advisory Council members.</p> <p>Because the school has not made AYP, a coach is provided through Dr. Frank DeSensi consulting group and a four member team meets monthly with the leadership team to review data and conference with teachers. In addition, a DeSensi Coach comes monthly to review progress at the school in academically tested areas.</p> <p>The inclusion program has been implemented for special education students K-5.</p>

DESTINATION SUCCESS, an online integrated learning package, has been added to school tools in addition to FCAT EXPLORER, LEAPFROG SCHOOLHOUSE and FCAT TESTMAKER scrimmages. Reading Recovery and FAST FORWARD are offered to students K-5 for reading enrichment.

EVERYDAY MATH COUNTS has replaced KNOWING MATHEMATICS as a math supplement.

Four formal focus walks have been conducted in classroom artifacts, mini lesson, reading and writing.

Lesson Plans have been reviewed and all teachers formally observed.

A Saturday School will be implemented January-March, 2008 for 40 Level 1 and 2 students.

Students at all grade levels maintain Reading, Writing, Math and Science portfolios and journals.

SCHOOL IMPROVEMENT UPDATES	Identify and list other accomplishments/progress
	<p>The School Instructional Coach and Leadership Team have shared data collected from Focus Walks, Writing Prompts, and schoolwide formative assessments in Math and Science. Monthly Professional Learning Communities allow for more in-depth discussion around student formative data and how to best change instructional practices for students based on results. Three Americorps volunteers are assigned to grades kindergarten and first to assist with reading skills with students. A weekly shared resource/planning day allows teachers at each grade level 2 hours of professional development and three hours of common planning time.</p> <p>Student attendance ranges between 95-98%.</p> <p>All teachers have completed Professional Development plans based on measurable data trails.</p>

**CONTENT AREA
DIRECTIONS**

Directions for the
next four sections.

Using the charts in the progress report template:

- **The charts are interactive and will perform calculations. Enter whole numbers only. Use the Tab key to move from field to field. Calculated values will update after the Tab key is pressed.** The charts will also display negative (-) values. In the column labeled, “Change from baseline data” a positive movement would be indicated by an increase in mastery and/or a decrease in non-mastery.
- On the top line, place the name of the content area assessment administered. This school-wide assessment should be aligned to the FCAT-assessed benchmarks.
- In the box titled “Baseline Data”, enter the month the assessment was administered. Data entered for each grade level should measure the same skills or benchmarks assessed by the baseline data.

Comparable Data: valid and reliable assessment items administered 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. FCAT data is not acceptable for use as baseline data.

- All Adequate Yearly Progress (AYP) subgroup(s) need to be included in the subgroup section of the template. (Reading and Mathematics)
- In the content area narrative that follows each chart, briefly explain student performance data trends to date (baseline data results versus January data results). Include trends for AYP subgroups.

Indicate if student performance is moving towards the SIP goals. If not, describe any adjustments in strategies, instruction and/or interventions necessary to accomplish SIP goals and objectives. Strategies should specifically address areas of concern from the achievement data.

Note: The term in the chart used for student achievement levels is “mastery”. The term that you choose to use should be defined in the narrative section of the report (e.g. mastery is any student meeting 70% or higher on an assessment.) Charts can be modified to accommodate additional grade levels.

READING

**Name of Assessment Used for Baseline and Mid-Year Report:
Grade 3 FCAT EXPLORER, grade 4 LEAPFROG SCHOOLHOUSE,
and grade 5 Scott Foresman Reading Series Benchmark Unit
Tests**

Calculated values will update after the Tab key is pressed.

	Baseline Data (August)	Mid-year Report (January)	Change from baseline data
FCAT Assessed Grade Level: 3			
% Mastery	43	52	9
% Non-Mastery	57	43	-14
FCAT Assessed Grade Level: 4			
% Mastery	55	74	19
% Non-Mastery	45	26	-19
FCAT Assessed Grade Level: 5			
% Mastery	74	77	3
% Non-Mastery	26	23	-3
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0

FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
AYP Subgroup(s)	Baseline Data % Mastery (month)	Mid-year Report % Mastery (January)	Change of % Mastery from baseline data
			0
			0
			0
			0
			0
			0
			0

		0	0
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Enter **READING** narrative here:

We did not receive notice that this mid year report was required by our school this year until December 13, 2007.
We apologize that not all baseline and mid year data is from the same school wide assessment.
Our school made AYP in Reading with all subgroups last year.
The DIBELS Reading Test is only administered to K,1, 2 and 3 students.
Teachers administer DRA and reading running records during the year. Teachers administer the Scott Foresman Reading Assessments at the end of each unit of study.

MATHEMATICS	Name of Assessment Used for Baseline and Mid-Year Report: Duval County Schools Math SUMMATIVES Calculated values will update after the Tab key is pressed.			
		Baseline Data (September)	Mid-year Report (January)	Change from baseline data
	FCAT Assessed Grade Level: 3 MATH SUMMATIVE			
	% Mastery	41	52	11
	% Non-Mastery	59	48	-11
	FCAT Assessed Grade Level: 4 MATH SUMMATIVE			
	% Mastery	54	56	2
	% Non-Mastery	46	44	-2
	FCAT Assessed Grade Level: 5 Math SUMMATIVE			
	% Mastery	28	40	12
	% Non-Mastery	72	28	-44
	FCAT Assessed Grade Level:			
	% Mastery			0
	% Non-Mastery			0
	FCAT Assessed Grade Level:			
	% Mastery			0
	% Non-Mastery			0

FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
AYP Subgroup(s)	Baseline Data % Mastery (month)	Mid-year Report % Mastery (January)	Change of % Mastery from baseline data
			0
			0
			0
			0
			0
			0
			0
			0

Enter **MATHEMATICS** narrative here:

Our school made AYP with all subgroups last year in Mathematics.

One Summative Math Test was administered in August and again in January to all K-5 students.

Students were administered Mathematics Formatives in Grades 3,4,and 5 in September, October, and November.

Four Self Contained classrooms: 67 THIRD GRADE students: First Formative Average = 39 % Second Formative- 62 students-Average=47% Third Formative- 64 students-Average=45%

1 Math Teacher for three classes: FOURTH GRADE: 55 students- First Formative Average= 73.6 Second Formative Average=81.9 Third Formative 55 students-Average=73% Fourth Formative- 56 students- Average=97%

1 Math Teacher for three classes:

FIFTH GRADE- 53 Students- First Formative Average=62% 52 Students Formative Two Average= 90%

WRITING

Name of Assessment Used for Baseline and Mid-Year Report: DCPS WRITING PROMPTS-proficiency at 3.5 and above. Calculated values will update after the Tab key is pressed.			
	Baseline Data (September)	Mid-year Report (January)	Change from baseline data
FCAT Assessed Grade Level: 3			
% Mastery	1	4	3
% Non-Mastery	99	96	-3
FCAT Assessed Grade Level: 4			
% Mastery	48	66	18
% Non-Mastery	52	34	-18
FCAT Assessed Grade Level: 5			
% Mastery	31	61	30
% Non-Mastery	69	38	-31

Enter **WRITING** narrative here:

Our school missed AYP last year because 4 students (2%) did not make enough writing test gains. Writing Prompts required by the school district were administered in September, December and January in both narrative and expository genres. Students in every grade level K-5 made gains in their writing based on the 6 point FCAT scoring rubric. Special attention is given to students in grades 3 and 4 for teacher/administrative writing conferencing to help encourage and motivate students to higher writing scores. Writing is an area of highest importance schoolwide.

**SCIENCE
(OPTIONAL)**

**Name of Assessment Used for Baseline and Mid-Year Report:
Duval County Schools Science Summatives August and January
Calculated values will update after the Tab key is pressed.**

	Baseline Data (August)	Mid-year Report (January)	Change from baseline data
FCAT Assessed Grade Level: 5			
% Mastery	40	60	20
% Non-Mastery	60	40	-20
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0

FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0
FCAT Assessed Grade Level:			
% Mastery			0
% Non-Mastery			0

Enter **SCIENCE** narrative here:

36% of our fifth graders scored at a level 3,4,5 on the Science portion of the FCAT test last year. We have a new science teacher in fifth grade teaching all students this year. The teacher assesses students using textbook tests., teacher made tests, laboratory journals, FCAT TESTMAKER tests, and extended responses to all work. District formative tests are given at regular intervals to study and adjust instruction for each child as needed.