



# BUREAU OF SCHOOL IMPROVEMENT

## Reporting Guidance for F and SINI schools

As part of the State of Florida School Improvement and Accountability System, sections 1008.32 and 1008.33, Florida Statutes, schools receiving a grade of F are required to closely monitor student achievement and report results three times during the year. Title I schools In Need of Improvement (SINI) are required to report mid year. Data supplied in the Progress Report includes: Achievement data in reading, math, writing and science, changes in administration, changes in instructional staff, teacher mentoring activities, and school match activities.

- Progress reports for F schools (2006-2007) are due October 26<sup>th</sup>, January 25<sup>th</sup>, and April 26<sup>th</sup>.
- Mid year reports for SINI schools are due January 26<sup>th</sup>.

### Things to remember for reporting:

- Information and data reported should reflect changes since the beginning of the year or since the last report.
- Any changes to administration or faculty are to be reported
- Provide specific data, when available, for each area of the report.
- When asked for, supply comparable data.
- Report any changes or new developments in the School Improvement Plan.

REQUIREMENTS	<p align="center"><b>PROGRESS TOWARD MEETING REQUIREMENTS</b></p> <p>Describe for each section below what progress the school has made toward accomplishing its school improvement goals. Provide data or other evidence to support the progress to date, including the extent and effect of implementation of strategies identified in the School Improvement Plan (SIP).</p>
<p align="center">HIGHLY QUALIFIED, CERTIFIED ADMINISTRATORS</p>	<p><input type="checkbox"/> No Changes in Administration have taken place since the last report.</p> <p>If changes have taken place: list names, degrees, certifications, experience with low-performing schools/students to date or since the last report.</p>
	<p><input type="checkbox"/> No changes in instructional staff have taken place since the last report.</p>

<p>HIGHLY QUALIFIED TEACHERS</p>	<p><input type="checkbox"/> There are no instructional vacancies at this time.  <input type="checkbox"/> All teachers are certified and teaching in-field.  Identify any changes in teachers to date or since the last report: list names, degrees, certifications, experience with low-performing schools/students. List any instructional vacancies that have not been filled by certified teachers.</p>
<p>SCHOOL MATCH ACTIVITIES</p>	<p>Describe activities to date or since the last report with the school match, including collaborative activities, schedules, and results as described in SIP. Describe any changes in strategies necessary.</p>
<p>TEACHER MENTORING ACTIVITIES</p>	<p>Describe teacher mentoring activities to date or since the last report. Include evaluation of activities and any results of mentoring to date. Report any modifications to strategies necessary.</p>
<p>EXTENDED LEARNING OPPORTUNITIES</p>	<p>Describe the extended learning activities and number of students participating before and after school and on weekends, to date or since the last report. What percent of Level 1 students attend regularly? What types of research-based instructional activities are used? What evidence is there that these extended day activities are contributing to school improvement? Describe any changes in strategies necessary.</p>
<p>READING</p>	<p>List baseline data* of student achievement in reading collected at the start of 2006 - 2007 school year or FCAT data from 2005-2006 for the students currently enrolled. Additionally, add the latest comparable data.** Describe student performance data trends to date or since the last report as determined using the latest comparable data (periodic assessment data), i.e., improved or decreased performance in reading. Provide the same information for the specific performance objectives for the low performing students and subgroups (FCAT Level 1 and 2) in reading. Describe any changes in strategies necessary. In areas where performance has decreased, describe interventions implemented to address declining achievement.</p>
<p>MATHEMATICS</p>	<p>List baseline data* of student achievement in mathematics collected at the start of 2006 - 2007 school year or FCAT data from 2005-2006 for the students currently enrolled. Additionally, add the latest comparable data.** Describe student performance data trends to date or since the last report as determined using the latest comparable data (periodic</p>

	assessment data), i.e., improved or decreased performance in mathematics. Provide the same information for the specific performance objectives for the low performing students and subgroups (FCAT Level 1 and 2) in mathematics. Describe any changes in instructional strategies necessary. In areas where performance has decreased, describe interventions implemented to address declining achievement.
WRITING	List baseline data* of student achievement in writing collected at the start of the 2006-2007 school year. Add the latest comparable data.** Describe student performance data trends to date or since the last report as determined using the latest comparable data (periodic assessment data), i.e., improved or decreased performance in writing. Provide the same information for the specific performance objectives for the low performing students and subgroups (FCAT Level 1 and 2) in writing. Describe any changes in instructional strategies necessary. In areas where performance has decreased, describe interventions implemented to address declining achievement.
SCIENCE	List baseline data* of student achievement in science collected at the start of 2006 - 2007 school year or FCAT data from 2005-2006 for the students currently enrolled. Additionally, add the latest comparable data.** Describe student performance data trends to date or since the last report as determined using the latest comparable data (periodic assessment data), i.e., improved or decreased performance in science. Provide the same information for the specific performance objectives for the low performing students and subgroups (FCAT Level 1 and 2) in science. Describe any changes in instructional strategies necessary. In areas where performance has decreased, describe interventions implemented to address declining achievement.
SCHOOL WIDE IMPROVEMENT UPDATES	Identify any changes made to School Wide Improvement Model implementation. Provide update on FCIM implementation since last report is applicable.

\*Base Line 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 later 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.)