

Florida Department of Education
PROGRESS REPORTS
November 11th, January 27th, and April 28th

School Name & District: S. Bryan Jennings Elementary School
Date: January 27, 2006
Principal: Cheryl Lee Oliver

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	No changes
QUALIFIED, HIGH QUALITY TEACHERS	Rex Knight, Eddie Knight, Chris Lannom-Highly qualified Laurie Carver-National Board Certified
SCHOOL MATCH	Omit
TEACHER MENTORING	SBJ offers new teachers a variety of ways to achieve success. The Principal assigns new teachers either a peer teacher or a mentor to facilitate their transition into teaching and/or a new school. We also have a District Curriculum Specialist and SPRINT teachers to model and assist teachers with lessons, planning and discipline. We had a 2-day Summer Boot Camp for beginning teachers from Title One schools and our school also provides a reading coach through our Reading First grant, and a math coach through Title One funds. There are currently 6 teachers mentoring new staff teachers and we have a National Board Certified teacher who is helping to mentor two teachers on staff who are seeking National Board Certification.
SCHOOL WIDE IMPROVEMENT MODEL	Omit

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EXTENDED LEARNING OPPORTUNITIES	<p>AM computer lab-38 students regularly attend computer lab 4 days a week from 7:20-7:55. Students work on Success Maker software in reading and/or math. Weekly progress reports are printed showing target goals and gains for each student. Eleven level 1 students attend in the AM, 9 at-risk 3rd graders, and 10 students new to SBJ with no previous test scores. 23% of level 1 students attend morning lab, 90% of level 1 students attend after-school tutoring and 23% of our level 1 students attend both morning and afternoon tutoring. Principal and Assistant principal mentor 6 sixth graders under the Rigorous Reading Requirement. They give children goals and books, and eat lunch with them. They also are mentoring 2 sisters. Donna Brownley is mentoring a 3rd grade retainee as well as three 6th grade students. All 6th grade teachers, administrators and counselors are mentoring all RRR students. Meeting is scheduled with our business partners Transient Personnel Unit (TPU) to expand our mentoring into the community.</p>
READING {Evidence of progress in Reading}	<p>Our baseline data for reading comes from 2 main sources, DIBELS and the Success Maker computer software. Students in grades 3-6 have been assessed twice for DIBELS in oral reading fluency in 9/05 and 11/05. The following statistics show our average percent of low risk (LR), medium risk (MR), and high risk (HR) students from the September to the November DIBELS testing. Low risk percent stayed the same at 56% for both tests. Medium risk went from 27 to 30 % and high risk went from 17 to 14%. Our 3-6 sub-group data is as follows: Black (LR) from 51 to 47%, (MR) from 30 to 41%, high risk from 19-12%. White, (LR) from 57 to 60%, (MR) from 25 to 29%, (HR) from 17 to 12%. Free/reduced lunch (LR) from 48-50%, (MR) from 35-37%, and (HR) from 17-13%. Students with Disabilities, (LR) from 41-60%, (MR) stayed the same at 35%, and (HR) from 38-22%. Data trends when broken down by grade levels show that 3rd and 6th grades had marked improvement while 4th and 5th grade remained about the same. All data was analyzed and rigorous plans were put into action. The next DIBELS will take place in February 2006.</p> <p>Our second source of evidence is through reports run from the Success Maker computer software. Students began working on this program on October 31, 2005. All students went through an initial placement program to determine individual baselines. Comparable data is based on reports run on January 23, 2006. Grades 3-6 show an overall gain 56.3% and our Level 1's and 2's along with our lower quartile have shown an overall gain of 56%. The gain in our sub-groups since the initial placement is as follows: Black- 48%, Free/Reduced lunch- 48%, White-52%, and Students with Disabilities-52%.</p>

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	We will continue with current strategies in as we have seen improved performance in reading based on DIBELS and Success Maker.
<p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">{Evidence of progress in Mathematics}</p>	Our baseline data for math is obtained from Success Maker reports. The initial placement of students began on 10/31/05. These reports are run weekly and allow us to monitor students quickly and efficiently. Success Maker gains since initial placement is as follows: grades 3-6 overall show a gain of 52%. The Level 1's and 2's as well as our lower quartile show an overall gain of 34%. The Black, White, and Free/Reduced lunch show a 44% gain, while Students with Disabilities averaged a 30% gain. The current data trend for achievement shows that all sub-groups are making progress as well as our lower quartile.
<p style="text-align: center;">WRITING</p> <p style="text-align: center;">{Evidence of progress in Writing}</p>	Our data for writing comes from a baseline narrative and a baseline expository that were given in August 2005. Comparable narrative and expository writings were done in January 2006. Percentages calculated were based on a 100 point rubric which includes all strategies taught to students for both narrative and expository. Narrative showed a slight decrease from 72 to 70%, while expository showed an increase from 56 to 65% overall. Though in narrative writing 13% showed a decrease, and in expository writing 20% showed a decrease, there was marked improvement in both areas of writing. Narrative showed an increase of 81% and expository writing showed a 77% increase. Data trends show that 89% scored a 50% or better on the narrative pre-test while 11% scored 49% or lower. It also shows that 53% scored a 50% or better on the expository pre-test while 47% scored lower. On the latest writings, 87% scored a 50% or above, while 13% scored 49% or below in narrative, and 78% scored a 50% or above, and 22% scored a 49% or lower in expository. Other trends show that although there may have been some decrease, data shows that 22% showed an increase of 30% or more on narrative, and 31% showed an increase of 30% or more on expository. We will continue to use the strategies to increase the writing skills of our students. Trends may be determined based on what prompts are used on any given day.

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<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">{Evidence of progress in Science}</p>	<p>Science data has been obtained from a general knowledge pre-test issued in 8/05 and a posttest given in 1/06. Overall results show that on the pre-test, 47% scored at 50% or above and 53% scored at 49% or below. This was compared with the posttest results which showed that 70% scored at 50% or above, and only 30 % scored at 49% or lower. Out of that 70%, 48% scored at 60% or above. Data trends show that 94% of students made gains from pre to post test and 100% of our lower quartile showed an average improvement of 22%.</p>
<p style="text-align: center;">REVISIONS OR UPDATES</p>	<p>None at this time.</p>