

**Florida Department of Education**  
**PROGRESS REPORTS**  
 November 11<sup>th</sup>, January 27<sup>th</sup>, and April 28<sup>th</sup>

School Name & District: Charles E. Bennett  
 Date:  
 Principal:

<b>SECTION/GOAL/CRITERION</b>	<b>PROGRESS TOWARD MEETING GOAL</b>
QUALIFIED, HIGH QUALITY ADMINISTRATORS	No Change
QUALIFIED, HIGH QUALITY TEACHERS	All teachers are highly qualified at Charles E. Bennett Elementary
SCHOOL MATCH	
TEACHER MENTORING	<p>A workshop has been offered to all new teachers at Charles E. Bennett Elementary based on the book, <u>Classroom Instruction That Works</u>, to discuss and read about research-based strategies for increasing student achievement. The topics discussed will meet the needs of the new teachers. The workshop has six meetings. It is being led by Title I Specialist Trish Holland. Twelve first year and veteran teachers are attending.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>➤ Identifying Similarities and Differences</li> <li>➤ Summarizing and Note-taking</li> <li>➤ Reinforcing Effort and Providing Recognition</li> </ul>

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	<ul style="list-style-type: none"> <li>➤ Meaningful Homework and Practice</li> <li>➤ Nonlinguistic Representation</li> <li>➤ Cooperative Learning</li> <li>➤ Cues, Questions, and Advance Organizers</li> </ul> <p>The teachers discuss what works and what needs help at the next meeting.</p> <p>Eighteen Kindergarten through second grade teachers and twelve grade three through six teachers attended Readers Writers Workshop. All of the teachers implemented strategies learned in these workshops. They have seen considerable progress in student writings as per Clay Writes.</p> <p>The Title I sponsored summer program for first year teachers was useful for the materials and ideas that were presented. All of the teachers who attended reported that they are using the materials with their students.</p>
SCHOOL WIDE IMPROVEMENT MODEL	
EXTENDED LEARNING OPPORTUNITIES	<p>Fifty-eight students took advantage of school sponsored before and after school tutoring. Their progress was monitored by pre and post tests and computer generated assessment. Fifty of the fifty-eight students showed moderate growth.</p> <p>Fifteen students are using the Pearson Computer Lab every morning for twenty-five minutes. All fifteen are showing improved skills.</p> <p>Charles E. Bennett Elementary offers a Saturday Scholars program for all third, fourth, fifth and sixth grade students. This program is on five Saturdays, each Saturday consists of three hours of classes in reading, math, science, writing and/or test-taking strategies. One hundred sixty-one (161) students and 16 teachers are at school five Saturday mornings.</p>

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	<p>This is 44% of all of our third, fourth, fifth, and sixth grade students. Scholastic Reading Inventory and DIBELS tests are being used as the pretests in reading. The Larger Than Life math assessment is the pretest in math. The FCAT and DIBELS tests will be the post tests. We will have data on the students who attended Saturday Scholars after the FCAT.</p> <p>Supplemental Educational Services are being offered to students who are on free or reduced lunch. The program has just started. We do not have data, except numbers, on students who are enrolled.</p>
<p>READING        {Evidence of progress in Reading}</p>	<p>Using DIBELS testing as a baseline, the number of low risk students increased in four of the seven grade levels. Kindergarten had increased the number of low risk students from 49% to 63%. Third grade, fourth grade, and fifth grade had increases of low risk students from 1% to 4%. First grade, second grade and sixth grade had a moderate decrease in low risk students. This decrease ranged from 3% to 8%. This is being addressed by an increased use of Quick Reads and other strategies.</p> <p>Using Scholastic Reading Inventory Data, 75% of the third, fourth, fifth and sixth grade students should be able to score a 2 or above on the FCAT.</p> <p>The reading coach is addressing individual at-risk students in each grade level with ongoing progress monitoring. 96% of the at-risk students made significant progress on DIBELS on-going progress monitoring tests.</p> <p>The four intensive academic classes of sixty students are using computer assisted instruction and are also showing much progress.</p> <p>Of the thirteen kindergarten students using Waterford Early Reading program, eleven students showed growth and two students did not.</p>

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<p>MATHEMATICS        {Evidence of progress in        Mathematics}</p>	<p>Using data gathered from Larger Than Life testing for grades three through 5, all grade levels showed significant growth on tests that emulate the FCAT. Third grade decreased in Level 1 from 59% to 14%, fourth grade went from 27% to 17% and fifth grade decreased in Level 1's from 54% to 46%. The third testing window will be in February.</p> <p>Baseline data has been collected in Kindergarten, first, and second grade using the tests developed by W. E. Cherry Elementary. The next assessment will be at the end of January. Comparison scores will be used by every teacher to match instruction to student needs.</p> <p>Based on Unit tests, Chapter tests, and grades, at least 70% of students in Kindergarten and first grade are working at or above grade level.</p> <p>The second grade teachers believe at least 80% of the students have shown improvement since the beginning of the year. The math assessment that is given at the end of each chapter shows student improvement. Since January the students have been using DROPS IN A BUCKET. This is very beneficial in preparing for the SAT 10.</p> <p>Students who are struggling are getting extra help in the Computer lab using Pearson Software and FCAT Explorer.</p>
<p>WRITING        {Evidence of progress in        Writing}</p>	<p>Students use many different tools to show writing improvement including graphic organizers, writing portfolios, and journals for writing and math. Writing is a 2005-2006 school year initiative. A large number of teachers at CEB attended a series of Writers Workshops. An average of 78% of our students showed much growth in writing skills as evidenced by Clay Writes, teacher created writing tests and extended answers in math and science.</p>

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	<p>At least 70% of fourth grade students have improved in writing in the following areas: planning, organization, focus on topic, use of transition words, and use of details, editing skills, and grammar as evidenced on practice FCAT writing tests.</p> <p>Second grade students did not score where the teachers wanted therefore the team has been meeting and working on material to help the students improve. The teachers have attended the Readers/Writers workshop and have used the provided material.</p>
<p>SCIENCE</p> <p>{Evidence of progress in Science}</p>	<p>Increased hands on activities have been a key aspect of achieving progress. Real world applications scaffolding science, math, reading, and social studies ensure classroom success for all demographic subgroups. As assessed by daily FCAT science practice, Chapter tests and Unit tests, the fifth grade teachers report that at least 60% of the students are on track to score a 3 or above on the FCAT.</p>
<p>REVISIONS OR UPDATES</p>	