

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

School Name & District:

Date:

Principal:

GPE

SECTION/GOAL/CRITERION	<p style="text-align: center;">PROGRESS TOWARD MEETING GOAL</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 SIP.</p>
<p style="text-align: center;">QUALIFIED, HIGH QUALITY ADMINSTRATORS</p>	<p>The Principal holds a Bachelor of Science degree in Education and a Master Degree in Educational Leadership. Colette Wyant, Principal has 28 years of experience in education. The Assistant Principal holds a Bachelor of Science degree in Education and a Master Degree in Educational Leadership. Renee' Woodruff, Assistant Principal has 7 years of experience in education.</p> <p>With the use of test data and continual participation in training, both administrators work with each grade level by identifying areas of strength and weakness. They provide training and additional materials for staff members to assist with student achievement. Meeting with all grade levels each month is one strategy in use to maintain good communication with the teachers and discuss areas of concern regarding student progress.</p> <p>.</p>
<p style="text-align: center;">QUALIFIED, HIGH QUALITY TEACHERS</p>	<p>All instructional staff are in-field, highly qualified and hold a Florida Teaching Certificate. The following instructional staff hold Bachelor's Degree: Dee Arp, Vava Barton, Anna Bishop, Melanie Blajian, Mary Bollingberg, Audrey Both, Tara Browning, Pam Bush, Kathy Charalambous, Kathleen Cykoski, Lucille DeVeaux, Barbara Doggett, Robin Doty, Sharon Econom, Kelly Enterkin, Jamie Mathis, Diane Foster, Jennifer Keys- Russell, Holly Lanham, Patricia Litterick, Kerri Looney, Hollis Mitchell, Cynthia Morris, Joyce Mullis, Kandy Page, Opal Phelps, Catherine Prendergast, Paula Robinson, Robin Schaus, Suzanne Senter, Terry Sherman, Karon Stutts, Melissa Taiclet, Linda Thomas, Sandi Wehrmeyer, Tammy White, Katherine Willard, Rose Woolwine.</p>

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	<p>The following staff members hold a Master's Degree: Ruth Emmans, Anne Eggers, Paige Iacob, Shannon Kelleigh, Vickie Kimball, Ricky McMurray, Jeff Mills, Shamberley Payne, Janice Sheridan, Stephanie Shiver, Vanessa Sumlar,</p> <p>The following staff members hold additional certification: Tara Browning- ESE, Anne Eggers- ESE, Catherine Prendergast- ESE, Vickie Kimball- ESE, Stephanie Shiver- Speech (ESE), Mary Bollingberg- ESOL, Kathy Charalambous- ESOL, Ruth Emmans, Paige Iacob- ESOL, Patricia Litterick- ESOL, Janice Sheridan- ESOL, Opal Phelps- ESOL, Vanessa Sumlar- ESOL, Shannon Kelleigh- ESOL, Dee Arp- ESOL, Karon Stutts- ESOL</p>
SCHOOL MATCH	
TEACHER MENTORING	<p>Grove Park Elem. supports new teachers in a variety of ways. Each grade level works as a team in developing lessons and strategies for the students. Beginning teachers and teachers new to Grove Park Elementary School receive additional support team members. Beginning Teachers are assigned a Peer Teacher and teachers new to the grade level are assigned to the lead teacher on the grade level. They work closely together with planning and lesson development. Two Title I Curriculum Specialists assist in the teacher mentoring program. A school based reading coach is also available for teacher mentoring</p> <p>A 2-day summer boot camp was available for beginning teachers. Four teachers from Grove Park Elementary attended this summer training. During the camp teachers received valuable information about FCAT, Sunshine State Standards and Grade Level Expectations.</p> <p>During the school year Grove Park Elementary scheduled monthly meetings with the Title I specialist to provide a variety of training from parent conferencing techniques to working with the high achiever and how to motivate the reluctant learner.</p> <p>District Curriculum Specialist have worked with new teachers during the school year by providing model lessons and meeting with teachers one-on-one to provide added instruction as requested.</p>

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SCHOOL WIDE IMPROVEMENT MODEL	<p>Currently Grove Park Elementary School uses a Direct Instruction Reading Program (SRA), to assist struggling readers on all grade levels. These students receive additional reading from the basal reading program for a total of 90 minutes of reading instruction daily.</p> <p>In K-2 SRA is used with all students until they complete or test out of Reading Mastery II. Students who score > 51% on SAT-9 are not served in SRA in 2nd grade.</p> <p>In third through sixth grades, SRA is used with students who scored a Level 1 or 2 on FCAT Reading. These students also receive instruction from the basic reading basal program for a total of 90 minutes of reading instruction daily.</p> <p>The SRA School Improvement Model helps with student achievement by providing a teaching setting that has a smaller student-teacher ratio in which attention and monitoring can be more focused on individual assessment, learning, and achievement. The assessment is immediate, the learning is individualized, and the achievement steadily increases. These students are making progress in reading. Adjustments continue to be made as the data becomes available.</p> <p>The math research-based program requires the use of the texts and its various ancillary materials from Harcourt Publishing and McDougal-Littell Publishing. The ancillary materials (practice workbooks, notebooks, test-generating programs, power point presentations, etc.) provides the teacher with alternate ways of presenting lessons and assessing achievement which increases the likelihood of reaching all modalities. The ancillary materials also provide the student with alternate ways of documenting learning and providing proof of learning and achievement.</p>
EXTENDED LEARNING OPPORTUNITIES	<p>The following learning opportunities are offered by the faculty an staff at GPE:</p>

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	<p>One hour before school and one hour after school tutoring is offered in the areas of reading and math. Saturday Tutoring is offered when funds and instructional staff are available.</p> <p>During the summer, Summer Reading Camp is offered to Third grade students who did not pass the FCAT reading. The materials used during Summer Reading Camp include Great Leaps, Quick Reads, Earobics, Cold Reads, Fluency Tests, and Best Teaching Practices.</p> <p>If space is available, struggling readers in grades 1-5 are also provided Summer Reading Instruction.</p> <p>ESE students are provided additional summer instruction as stated on their IEP. The materials used for ESE summer school include SRA, Cold Reads, Fluency Tests, and Best Teaching Practices.</p> <p>Supplemental Educational Services (SES) is free tutoring provided to students on free and reduced lunch by State Approved Providers.</p> <p>48 students at Grove Park Elementary have signed up to be tutored for an average of twice a week with the following State Approved Providers: ATS, Education 2020 Kids, K and S Tutoring, Project Mind and Sylvan Learning.</p> <p>Other extended learning opportunities include the Title I Take Home Computer Programs, School Chorus, Science Fair, and Family Learning Nights.</p>
<p>READING</p> <p>{Evidence of progress in Reading}</p>	<p>Students are evaluated by classroom teachers as well, in Kindergarten students have improved with Letter/Sound recognition 18%, in grades 1-6 Comprehension is evaluated monthly, currently students in 1st grade have improved 10%, 2nd grade, 20%, 3rd grade 3%, 4th grade 6%, 5th grade, 3% and 6th grade 3% from the beginning of this school year.</p> <p>ESOL students in the self-contained program are making excellent progress. Test results reveal that in reading the 4th grade students have improved 18% based on the skills test given in August and January. Students in 5th</p>

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	<p>grade using the Pearson Lab for reading show an average of 1.19years growth from October to January. And the sixth grade has an average gain of 1.46 years growth.</p> <p>The third grade ESOL students are emerging into English however, the Reading Skills test given in January show an average score of 55 out of 100 possible.</p> <p>ESE students took fluency tests in 3rd and 4th grades. Based on the fluency test given in August and January the results are: 3rd grade- 8 wpm gain (words per min.) 4th grade- 11wpm gain</p> <p>6th grade used a Reading Diagnostic to evaluate student progress, the results from August to January are: 7% gain</p> <p>The lowest quartile students receive additional reading services by participating in SRA-direct instruction.</p> <p>Students in SRA have made the following progress based on average lessons completed from August to December:</p> <p>Kindergarten: 90 lessons, First Grade: 86 lessons, Second Grade: 64 lessons.</p> <p>Beginning in Third grade through 6th grade, our lowest quartile students have made the progressed based on number of lessons completed.</p> <p>Third Grade: 85 Lessons, Fourth Grade: 44 Lessons, Fifth Grade: 52 Lessons and Sixth Grade: 40 Lessons</p> <p>Struggling Kindergarten students have been using the Waterford Early Learning Computer program. Of the 31 students participating in the program the highest average attained in December, 2005 is 98% and the lowest average is 57%. Seventeen students scored in the 90%, seven students in the 80%, three students in the 70%, three students in the 60% and one student in the 50%.</p>
MATHEMATICS	

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{Evidence of progress in Mathematics}	<p>The Math Diagnostic tests given at the beginning of school and in November reveal that students are making solid progress in mathematics.</p> <p>Kindergarten- 21% increase First Grade- 17% increase Second Grade- 32% increase Third Grade- 12% increase Fourth Grade- 5% increase Fifth Grade- 3% increase Sixth Grade- 18% increase</p> <p>ESOL self-contained students have made steady progress as well.</p> <p>3rd grade- 11% increase 4th grade- 22% increase 5th grade- 1.55 years growth (Pearson Lab data- Oct. to Jan.) 6th grade- 1.32 years growth (Pearson Lab data- Oct. to Jan.)</p> <p>ESE students in 3rd and 4th grades have made improvement based on initial test and mid-year test given. The results are:</p> <p>3rd grade- 11% increase from August to January 4th grade- 20% increase from August to January 5th grade- 6th grade- 15% increase from August to January</p> <p>Basic education and ESOL self-contained students receive additional support in math by participating in the Pearson Lab, (a tutorial program for reading and math), Title I supported teachers and after school tutoring.</p>
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<p>WRITING</p> <p>{Evidence of progress in Writing}</p>	<p>Students in grades K-6 participate in district writing assessment, Clay Writes. Kindergarten through second grade have completed one diagnostic writing test. The next test will be given in February.</p> <p>Students in grades 3-6 have participated in two writing prompts. The average writing score on the Clay Writes for students in grades 3-6 using a 6 point scale are:</p> <table style="margin-left: 20px;"> <tr><td>Third Grade-</td><td>2.65</td></tr> <tr><td>Fourth Grade-</td><td>1.96</td></tr> <tr><td>Fifth Grade</td><td>3.0</td></tr> <tr><td>Sixth Grade</td><td>3.7</td></tr> </table> <p>ESOL self-contained students results on the Clay Writes are:</p> <table style="margin-left: 20px;"> <tr><td>3rd grade-</td><td>.3 gain</td></tr> <tr><td>4th grade-</td><td>.9 loss</td></tr> <tr><td>5th grade-</td><td>1.3 gain</td></tr> <tr><td>6th grade-</td><td>1.13 gain</td></tr> </table> <p>ESE students in 3rd and 4th grades have the following results on the Clay Writes:</p> <table style="margin-left: 20px;"> <tr><td>3rd grade-</td><td>1.0 gain</td></tr> <tr><td>4th grade-</td><td>1.0 gain</td></tr> </table> <p>Basic education and ESOL fourth grade students are being provided the opportunity to attend Saturday tutoring specifically for writing. And classroom teachers are including writing skills through Social Studies and Science.</p>	Third Grade-	2.65	Fourth Grade-	1.96	Fifth Grade	3.0	Sixth Grade	3.7	3 rd grade-	.3 gain	4 th grade-	.9 loss	5 th grade-	1.3 gain	6 th grade-	1.13 gain	3 rd grade-	1.0 gain	4 th grade-	1.0 gain
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SCIENCE {Evidence of progress in Science}	<p>The Science Diagnostic tests given at the beginning of the school and in January reveal that students are making solid progress in science. Current results are:</p> <p>Third Grade: Increased from 17% to 56%</p> <p>Fourth Grade: Increased from 26% to 27%</p> <p>Fifth Grade: Increased from 45% to 65%</p> <p>Sixth Grade: Increased from 70% to 75%</p> <p>Improved understanding and mastery of required science skills are attained via science projects.</p>
REVISIONS OR UPDATES	