

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

School Name & District:

Date:

Principal:

MRE

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	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. There has been no change in administrative personnel. Both principal and assistant principal continue to attend workshops/in-services/conferences dealing with current educational practices and needs.
QUALIFIED, HIGH QUALITY TEACHERS	Changes in certification information: Linda McGhghy: addition of Reading Endorsement Mary Ellen Thacker: addition of ESOL endorsed. Addition to Personnel: Gwendolyn Hampshire: Individual Student ESE Aide-Primary Grade 1. Reduction of Personnel: Alexander Sink: Speech: resignation.
SCHOOL MATCH	This section is not applicable to McRae Elementary School.
TEACHER MENTORING	There has been no change in the ways teacher mentoring is practiced at McRae Elementary. Where applicable, the various methods listed in the School Improvement Plan have been employed since the start of the 2005-06 term to assist teachers new to the school and keep the collegial atmosphere that exists among the entire faculty. To assist in the development of future educators, several faculty members have provided

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	<p>tutelage for pre-intern students and/or student interns over the past months.</p> <p>The Clay District has a two-day Summer Boot Camp for beginning teachers at the start of each school year. Beginning teachers are able to take the information obtained at the Summer Boot Camp and implement it into their daily routines. This is reinforced by administration, grade level teams, and teachers through support and modeling. Beginning teachers are able to implement the strategies, thus providing students with effective instruction and beginning teachers with a higher level of confidence.</p> <p>The Title I Specialist assigned to McRae Elementary has presented numerous in-service workshops since August. These sessions have been grade-specific and have been attended by varying numbers of personnel. The following is a list of the activities. In parentheses after each is the number in attendance. B designates beginning teachers; R stands for Returning/Other teachers.</p> <ul style="list-style-type: none"> Grades K-3 Non-Fiction Strategies (1B-14R) Grades 4-6 Non-Fiction Strategies (13R) Grades 3-6 Reading in the content area with a focus on vocabulary (1B-f19R) Grades K-2 Reading in the content area with a focus on vocabulary (3B-7R) Grades 3-6 Dice Games (2B-13R) <p>Curriculum Specialists have provided mentoring in his/her area of expertise:</p> <ul style="list-style-type: none"> DIBELS--Dynamic Indicators of Basic Early Literacy Skills (2B-10R) DAR--Diagnostic Assessment of Reading (1B-20R) Fonts for Teachers (5B-30R) DATA Star/FCAT Star/IEP/AIP (5B-31R) SRA Direct Instruction Mentoring
<p>SCHOOL WIDE IMPROVEMENT MODEL</p>	<p>READING: To date, all McRae students have been tested twice on either DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and/or DAR (Diagnostic Assessment of Reading). Baseline data created at the September testing is being used to monitor progress over the next quarters. The Clay District K-12 Comprehensive Research-Based Reading Plan has been implemented. Administrative personnel withdrew McRae from the formal data monitoring of PMRN (Progress Measurement Report Network) because it duplicated the monitoring already on board at our school. A Title I District coach has visited campus twice to assist teachers new to the</p>

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	<p>instructional techniques of direct instruction; and a District Title I facilitator has conducted several workshops and in-service sessions focused on reading.</p> <p>MATH: Text, technology, and supplemental materials are being used throughout the school at every grade level. Harcourt Math software program has been installed on all classroom computers.</p> <p>BEST TEACHING PRACTICES: The research-based techniques and strategies taught during these workshops are being implemented in McRae's classrooms.</p> <p>WRITING: Horizontal and vertical teaming, monthly meetings, and District testing contribute to the continuous emphasis on the writing progress of our students.</p>
EXTENDED LEARNING OPPORTUNITIES	<p>There are many different extended learning opportunities currently being offered:</p> <p>A. Tutoring This is the official Before School Tutoring taught by one teacher per grade level. Two hour-long sessions per week are offered for students in Grades K through 6. There is limited enrollment; an average of 10 students per grade level; approximately 70 total. Non-attendance warrants dismissal and replacement. With exception of 6th grade, students regularly attend; few replacements have been necessary. Eligible students have FCAT levels of 1 or 2 in Reading and/or Math. Instructional activities for each grade vary as do the specific areas covered by each grade (K=Reading/Math; 1=Reading/Spelling/Writing; 2=Reading/Spelling; 3=Reading; 4=Reading/Math/Writing; 5=Math; 6=Reading/Math). Documented measurement tools include teacher-made tests, text tests, computer reports, DIBELS, DAR, regular classroom teacher observation. Improvement has been noted and documented.</p> <p>B. Success Maker Computer Lab The Lab is open every morning Monday through Thursday before school for selected students from Grades 3 through 6. Approximately 28 students (7 from each grade level) attend. Students have been identified as high-risk in math; all fall into lowest quartile from previous tests. Attendance is monitored; teacher provides assistance as needed by individuals. Each grade level provides one teacher for lab supervision on a specific day of the week. Sessions are limited to math. Measurement tools are the computer lab reports of individual progress on strands. Reports are forwarded to classroom teachers.</p>

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	<p>C. Tutoring Twice a week two fourth grade teachers help 12 students in writing skills. These after-school sessions are one hour in length. Nine sessions are scheduled. Rubric and teacher assessment determine progress.</p> <p>D. In-school individual reading tutoring by teacher aides Teacher aides pull individual students for additional instruction in reading. Aides meet with regular classroom teachers once per week to discuss progress of students. Instruction ratio is one to one. Sessions vary: 15-minutes, 30 minutes, or 45 minutes depending on grade level and student. Approximately 32 students are receiving this extra reading help.</p> <p>E. Reading Tutoring Twelve fourth graders receive specific reading instruction four times per week from two teachers. Four students spend their 30-minute sessions receiving specific comprehension instruction. Eight students spend their 40-minute sessions with instruction emphasizing fluency.</p> <p>F. Success Maker Computer Lab (Friday schedule) Lowest quartile or high-risk students from Grades 1 through 6 receive an extra 30-minute session in the computer lab every Friday. Students served: Grade 1 (26), Grade 2 (30), Grade 3 (30), Grade 4 (30), Grade 5 (28), Grade 6 (23). Most grade levels cover both math and reading during the session; but two have chosen to cover only math at the present time.</p> <p>G. Intensive Reading A 30-minute reading enrichment is taught two days a week by a teacher. Twelve third graders and one second grader (high at-risk) receive this fluency/comprehension instruction. Thirteen students on the 5th grade level receive intensive instruction five days a week in a 90-minute block.</p>
<p>READING {Evidence of progress in Reading}</p>	<p>Baseline data of student achievement was secured through DIBELS and DAR testing of every MRE student in September. The second of these quarterly test sessions took place in December. Documented reports separated students by grade level in three categories (regular education, ESE, LEP) and listed the mean score obtained by each group. Comparison of September and December data documents increased mean scores by</p>

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	<p>every grade level and for every group within each grade level. Oral Reading Fluency Testing records document the progress for Level 1 and 2 Sixth graders.</p> <p>Every Level 1, Level 2, and/or lowest quartile student on every grade level has an Academic Intervention Plan (AIP). Strategies to be accomplished and the progress made is documented every 4½ weeks by the teacher.</p> <p>There are monthly meetings with administrative personnel to discuss the progress of the lowest quartile students. Suggestions, strategy changes, new focus are some of the outcomes of these sessions. Minutes are kept of these sessions.</p> <p>Computer lab printouts of strand progress is available for the classroom teacher. Individual Accelerated Reader progress is also kept on every student.</p> <p>Tutoring, as described under the Extended Learning Opportunities section, is available for students struggling to achieve grade level reading status. Immediate Intensive Intervention is given to students struggling or not making progress.</p> <p>The District K-12 Comprehensive Research-Based Reading Plan has been implemented. Reading blocks as specified by District are an integral part of the schedule for each grade level. All students are placed in a reading program specifically designed for his/her evaluated reading level. Students receive basal instruction on grade level as well.</p> <p>Teachers have attended numerous workshops and in-service sessions conducted by the Title I facilitator assigned to MRE. Topics covered include: reading in content area with focus on vocabulary, non-fiction strategies, integrating non-fiction strategies across the curriculum.</p>
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<p>MATHEMATICS</p> <p>{Evidence of progress in Mathematics}</p>	<p>Baseline data was established in August with computer lab reports, textbook chapter and unit tests, teacher-made tests, etc. Time spent in the Pierson computer lab (Success Maker software) is devoted solely to math this year. All classes (Grades 2 through 6) are scheduled for a 15-minute session Monday through Thursday. On Fridays, 30-minute sessions are set for Level 1 and 2 students (Grades 1 through 6). Computerized printouts give strengths, weaknesses, and progress.</p> <p>The Extended Learning Opportunities section in this report lists the additional instruction being given to lowest quartile students and the sources of baseline data being used to show progress.</p> <p>Title I District Facilitator has given in-service sessions on math strategies.</p>
<p>WRITING</p> <p>{Evidence of progress in Writing}</p>	<p>McRae follows the formal, quarterly testing of writing (Clay Writes) prescribed by the District. In addition to this baseline data, teachers use a school-wide rubric to evaluate classroom writing on a regular basis. Grade levels employ a variety of writing strategies, practice writing skills in all content areas, utilize a recursive writing process (plan, write, revise, edit). Some grade levels periodically intersperse all with demand writing. Teachers meet monthly to evaluate student progress. On the whole, these sessions report good student performance in this area.</p> <p>Tutoring, specifically directed at fourth grade students having difficulty with writing, is offered several afternoons per week.</p>
<p>SCIENCE</p> <p>{Evidence of progress in Science}</p>	<p>Grade levels continue to follow the Grade Level Expectations and Sunshine State Standards set for Science. Because there is no school-wide, District-wide, or statewide evaluative tool as yet, a baseline for progress is set by each classroom teacher. Basal assessments, concept tests, group work and task completion evaluations give indications of student achievement in this area. An annual Science Fair illustrates the work accomplished.</p>

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	<p>Our Science Representative keeps faculty informed not only of district information but great science websites as well.</p>
REVISIONS OR UPDATES	<p>ENROLLMENT: Total enrollment as of 23 January is 586. Males total 285; females total 301; of these numbers, 19 males and 17 females (36 total) belong to minority groups. As of the same date, 206 students are free lunch recipients and 77 are reduced lunch which, rounded off, accounts for 48% of our total school population.</p> <p>There has been no change in classroom units, and teacher/student ratio remains relatively stable as stipulated in the SIP. Attendance has also remained comparable to past years.</p> <p>GRANTS: Grants secured since August, 2006: \$500 mini grant (Reading to Light the Torch) \$500 Coordinated School Health Partnership Program (additional extension funds) \$300 Kiwanis sponsorship (Night under the Lights Track Meet) \$200 Roberts Insurance sponsorship (CHAMPS and Families in Training program) \$300 Dean's Drugs sponsorship (Walker's Club program) \$ 50 Melrose Lodge (Healthy Kids Activities) \$200 Rotary (CHAMPS) \$500 Clay County Education Foundation (Student Interest Clubs) \$500 Clay County (Fluently Frequent) \$401 Clay County (Just Turn and Share) \$500 Clay County Education Foundation (Science Portfolios) \$500 Clay County Education Foundation (Reading around the World).</p>

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