

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

School Name & District: Tynes Elementary School Clay County
Date: 01/25/2006
Principal: Jean H. Newhall

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	We had a change in our administration in October. Our Assistant Principal, Mrs. Jenny Newhall, became our Principal and her information is listed in our plan. Mrs. Kim Morrison was selected as our Assistant Principal and she holds certification in Exceptional Student Education K-12 and School Principal.
QUALIFIED, HIGH QUALITY TEACHERS	We have added two teachers since October. Mrs. Lucretia Inmon who has a bachelor's degree in History and Master's degree in Elementary Education was hired as a 3 rd grade teacher replaced Mrs. Patricia Brown who retired. Mr. Stephen Hermes is a highly qualified teacher who was hired as a 6 th grade teacher to replace Mrs. Browning when she transferred to another school to teach physical education.
SCHOOL MATCH	
TEACHER MENTORING	At Tynes Elementary all new faculty members are assigned a "buddy" to assist them in becoming familiar with the school culture and academic expectations. We continue to have staff members who are in house trainers for the Riggs Writing Road to Reading Model. They continue to conduct workshops to ensure that everyone on staff is implementing the program in the appropriate way to ensure continuity across the board. They also serve as coaches as the curriculum is implemented. In Technology we continue to have in house trainers for our academic programs and software. Cross grade articulation in reading, math, science and writing continue to assist in the exchange of information for resource and coaching purposes. Teachers have participated in in-services and have returned and presented to the staff in areas such as data collection and implementation. Currently, we have a group that have attended a math conference and will be presenting to all faculty to implement a program across the grades. They will then serve as coaches for this process. Individuals are given assistance in identification of available resources to help them meet the goals on their Individual Teacher Training Plan when they meet and conference with administration. Those that have achieved National Board Certification serve as mentors to those in the process or those needing assistance in their area. Tynes staff

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	and administration serve as directing teachers/administrators for those doing internships and practicums. Teachers from other schools visit Tynes teachers for observation purposes.																												
SCHOOL WIDE IMPROVEMENT MODEL																													
EXTENDED LEARNING OPPORTUNITIES	<p>Before school tutoring is being offered in Reading and Math one day a week. This tutoring is offered to Level 1 students and other low performing students as space and funding allow. Currently 20 students are being tutored in first grade Math, 20 students in second grade Reading and Math, 50 students in third grade Reading and Math, 20 students in fourth grade Reading and Math, 30 students in fifth grade Reading and Math, and 20 students in sixth grade Reading and Math.</p> <p>Spelling Bee and Math Field Day practice is being offered after school in order to properly prepare those students for their events.</p>																												
READING {Evidence of progress in Reading}	<p>The following data has been gathered based on quarterly S.T.A.R. reports:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">1st quarter</th> <th style="text-align: center;">2nd quarter</th> <th style="text-align: center;">Growth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">First Grade</td> <td style="text-align: center;">1.2</td> <td style="text-align: center;">1.9</td> <td style="text-align: center;">.7</td> </tr> <tr> <td style="text-align: center;">Second Grade</td> <td style="text-align: center;">2.4</td> <td style="text-align: center;">2.8</td> <td style="text-align: center;">.4</td> </tr> <tr> <td style="text-align: center;">Third Grade</td> <td style="text-align: center;">3.2</td> <td style="text-align: center;">3.7</td> <td style="text-align: center;">.5</td> </tr> <tr> <td style="text-align: center;">Fourth Grade</td> <td style="text-align: center;">4.1</td> <td style="text-align: center;">4.6</td> <td style="text-align: center;">.5</td> </tr> <tr> <td style="text-align: center;">Fifth Grade</td> <td style="text-align: center;">4.8</td> <td style="text-align: center;">5.2</td> <td style="text-align: center;">.4</td> </tr> <tr> <td style="text-align: center;">Sixth Grade</td> <td style="text-align: center;">6.2</td> <td style="text-align: center;">6.5</td> <td style="text-align: center;">.3</td> </tr> </tbody> </table> <p>Riggs instruction is implemented daily in grades K-2. The Riggs phonograms are reinforced and reviewed daily and assessed weekly in the form of phonogram and Spelling tests. Spelling words and sight words are also displayed in each classroom in the form of word walls to foster a print rich environment.</p> <p>K-6 students are assessed using the adopted textbook FCAT assessments in order to prepare them for the assessment format. Supplemental FCAT practice materials were purchased and are being used in grades 3-6.</p>		1 st quarter	2 nd quarter	Growth	First Grade	1.2	1.9	.7	Second Grade	2.4	2.8	.4	Third Grade	3.2	3.7	.5	Fourth Grade	4.1	4.6	.5	Fifth Grade	4.8	5.2	.4	Sixth Grade	6.2	6.5	.3
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MATHEMATICS	All level 1 and 2 Math students have been placed on AIP's and Level 1 students are receiving intensive																												

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<p style="text-align: center;">{Evidence of progress in Mathematics}</p>	<p>instruction in grades 3-6 in the form of a drop-out-prevention or intensive Math class. The level 1 and low performing level 2 Math students were also offered a 1 time weekly Math tutoring.</p> <p>K-6 student participate in Mountain Math on a daily basis. Each month grade levels participate in Math activities for ex: Muggins tournaments, Sunshine Math, etc. Math Family nights were held for grades 1-6 to assist parents in activities and practices for their students.</p>
<p style="text-align: center;">WRITING {Evidence of progress in Writing}</p>	<p>At least 80% of K-2 students and 60% of 3-6 students are progressing in process writing as measured in daily work and writing journals. Progress will be measured formally in February when the second Clay Writes is administered.</p>
<p style="text-align: center;">SCIENCE {Evidence of progress in Science}</p>	<p>85% of fifth grade students are performing above a C average in Science.</p>
<p style="text-align: center;">REVISIONS OR UPDATES</p>	