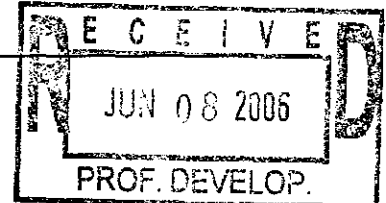


SCHOOL IMPROVEMENT PLAN 2006 - 2007 FINAL ADEQUATE PROGRESS CHECKLIST

SCHOOL: Charles E. Bennett Elementary DATE SUBMITTED: Jun 12, 2006

Principal's Signature: *Monica Boccell*



***Adequate
Goal
Progress**

Documentation/ Evidence

	OBJECTIVE(S):	
Reading <input checked="" type="radio"/> YES <input type="radio"/> NO	1. To have 65% of students in grades 3 through 6 score a level 3 or above on the FCAT On the 2006 FCAT Reading Test 67% of the students at CEB scored a level 3 or above. 2. To have at least 44% of specific student demographic subgroups (African American and Students with Disabilities) score a level 3 or above on the Reading portion of the FCAT On the 2006 FCAT Reading Test 54% of African American students and 47.83% of Students with disabilities scored at a level 3 or above. 3. To have at least 60% of struggling students make adequate yearly progress in Reading. On the 2006 FCAT Reading Test exactly 60% of struggling students made adequate yearly progress in Reading.	

Writing

OBJECTIVES(S):

YES

To have 60% of Charles E. Bennett Elementary fourth grade students score a 3.5 or above on the FCAT Writing Test. This includes all CEB subgroups (white, African American, low socio-economic, and students with disabilities).

NO

Seventy-three percent (73%) of all students scored a 3.5 or above on the FCAT Writing Test. Of the sub-groups measured for Adequate Yearly Progress, 63% of African American students, 70% of students with disabilities, 66% of low socio-economic students and 72% of the white students scored a level 3.5 or above on the FCAT Writing Test.

Math

OBJECTIVE(S):

YES

1. To have 65% of students grades 3 through 6 score a level 3 or above on the FCAT Mathematics Test.

NO

On the FCAT Mathematics Test 70% of the students in grades 3 through 6 scored at a level 3 or above.

2. To have at least 50% of specific student demographic subgroups (students with disabilities and African American) in grades 3 through 6 score a level 3 or above on the FCAT Mathematics Test.

On the FCAT Mathematics Test 52% of students with disabilities and 58% of African American students in grades 3 through 6 scored at a level 3 or above on the FCAT Mathematics Test.

3. To have at least 60% of students in grades 3 through 6 make Adequate Yearly Progress

On the FCAT Mathematics Test 70% of students in grades 3 through 6 made Adequate Yearly Progress.

Science

OBJECTIVES(S):

YES

NO

Technology

OBJECTIVE(S):

YES

To replace all computers that use outdated operating systems and to upgrade printers as possible.

NO

The Clay School District replaced all of the outdated computers with the newest technology available. Forty printers and computers have been replaced.

<p>Health / Fitness</p> <p><input checked="" type="radio"/> YES</p> <p><input type="radio"/> NO</p>	<p>OBJECTIVE(S):</p> <p>1. To implement the county Physical Education Curriculum that addresses student health and fitness.</p> <p>Charles E. Bennett Elementary's Physical Education teacher fully implemented the Clay County curriculum. The students also participated in a 25 mile club and Presidential Fitness goals.</p> <p>2. IEQ concerns will be minimized by focusing on prevention. When problems arise, the site-based instructional and custodial staff will attempt to identify and resolve common problems. The Principal will bring in District-level facility/environmental management support as necessary. Among the greatest challenges in managing relative humidity is keeping warmer temperatures in classrooms during the cooling season. It is important to keep the building dry and above the outdoor dew point temperature. Preventing dust accumulations will reduce the burden of allergens for which people will be exposed. Chemicals will be used and stored with safety and ventilation in mind.</p> <p>By safety inspection records, Charles E. Bennett Elementary staff implemented this objective.</p>	
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Student
Safety

OBJECTIVES(S):

YES

1. To have lessons which will enable the students to become more responsible and to care more about their peers

NO

The guidance counselors provided classroom activities that reinforced the teacher lessons on the Clay County Character Education Trait of the Month. They also provided conflict resolution counseling for students. Students who lacked social personal skills and experienced difficulty in peer relations received small group guidance as needed. The discipline referral rate decreased by at least 1%.

2. To work with families and community to provide an environment for students and staff that promotes health and is free of violence, weapons, hazards, vandalism, and substance abuse.

On the school climate survey for parents, 88% believe that CEB is a safe place for their child.

OTHER

OBJECTIVES(S):

YES

NO

Parental Involvement

1. To increase parent involvement to 92% of parents or guardians attending one or more school activities in order to build strong ties between the home and school and to improve each child's academic achievement.

The FCAT scores showed a definite increase in student academic achievement. At least 92% of the parents signed compacts, attended parent-teacher conferences and other scheduled parent activities.

2. To increase communication with parents and community in order to improve perceptions about student achievement at Charles E. Bennett Elementary

A weekly newsletter was implemented to increase communication with parents. The Weekly Happenings has been positively received by the parent community.

Seamless Articulation

To decrease by 5% the number of students who do not demonstrate reading readiness for the educational level they are entering.

DIBELS testing, FCAT scores and other standardized testing showed a decrease of more than 5% of students needing reading remediation in the next educational level.

***Based on the SAC's examination of the definition of adequate progress for each goal included in the plan and the data/information to support it. Attach brief explanation if adequate progress has not been made.**