



BUREAU OF SCHOOL IMPROVEMENT

Date: January 22, 2007

School: **Charles E. Bennett Elementary**

School District: **Clay County School District**

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	<input type="checkbox"/> No Changes in Administration have taken place since the last report. There are no changes in administration.
HIGHLY QUALIFIED TEACHERS	<input type="checkbox"/> No changes in instructional staff have taken place since the last report. Two teachers have resigned and we have replaced a kindergarten teacher and a fifth grade teacher. <input type="checkbox"/> There are no instructional vacancies at this time. There are no vacancies. <input type="checkbox"/> All teachers are certified and teaching in-field. All Charles E. Bennett Elementary Teachers are Highly Qualified.
TEACHER MENTORING ACTIVITIES	<p>The new teachers at Charles E. Bennett Elementary are assigned a grade level mentor. These mentors help the teachers with the school culture, grade level materials, Vertical Team assignments, lesson planning and general information.</p> <p>All of the new teachers attended the Clay Count New Teacher Boot Camp offered by the Title I and county curriculum specialists. They learned the school district curriculum and were oriented to the state standards.</p>

Mid Year Report is due January 25th

	<p>The math and reading coaches meet with the new teachers frequently. They model lessons, do side by side coaching and conference with new teachers regularly. The coaches provide professional development regarding best practices, state standards, assessment driven instruction, and data analysis.</p> <p>A retired principal is also mentoring our new teachers.</p>
<p>EXTENDED LEARNING OPPORTUNITIES</p>	<p>There are 40+ students enrolled in before and after school tutoring using computer assisted instruction. Fourth grade is holding twice a week after school writing tutoring. Fifth Grade teachers are having twice a week after school science tutoring. The teachers are offering an after school math club for students in Kindergarten through third grade.</p> <p>All third through sixth grade students are offered the Saturday Scholars program. This is a five week, fifteen hour remedial and enrichment program for all students willing to come to school on Saturday.</p> <p>Other extended opportunities are Math Team, Chorus, Drama Club, and Art Club.</p>

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READING

Curriculum Area/Benchmark: Reading Comprehension								
Name of Assessment Used: SRI								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade Four								
% meeting high standards Level 3+	46	78	+32					
Level 2	37	26	-11					
Level 1	17	03	-14					
Grade								
% meeting high standards Level 3+	41	45	+04					
Level 2	42	35	-07					
Level 1	17	20	+3					
Grade								
% meeting high standards Level 3+	39	42	+03					
Level 2	40	40	00					
Level 1	21	18	-03					

Enter narrative here.

Using DIBELS data as a baseline for all grade levels, the following scores are the percentages of students at low risk: Kindergarten – 61%, First Grade – 86%, Second Grade – 70%, Third Grade – 68%, Fourth Grade – 64%, Fifth Grade – 74%, Sixth Grade – 45%.

Using Scholastic Reading Inventory Data, the students in the FCAT Testing grade levels (above) are showing growth. The projection is that at least 56% (the 2007 AYP benchmark for reading) should score at least a 3 on the FCAT. The

The reading coach is addressing individual at-risk students in each grade level with ongoing progress monitoring.

All Level 1, Level 2, and identified at-risk students are currently receiving intensive remediation in addition to the 90 minute reading block.

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MATHEMATICS

Curriculum Area/Benchmark: All Benchmarks								
Name of Assessment Used: Larger Than Life Math Assessment								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade Four								
% meeting high standards Level 3+	22	39	+17					
Level 2	57	47	-10					
Level 1	20	14	-06					
Grade Five								
% meeting high standards Level 3+	8	26	+18					
Level 2	47	53	+06					
Level 1	45	22	-23					
Grade Six								
% meeting high standards Level 3+	0	31	+31					
Level 2	30	58	+28					
Level 1	70	11	-59					

Enter narrative here.

Based on the Clay County Benchmark Assessment, the following scores are the percentages of Kindergarten through second grade students scoring at or above grade level; Kindergarten – 60%, First Grade – 89%, and Second Grade – 73%. Using data gathered from Larger Than Life testing in grades three through five, all grade level showed a decrease in the number of Level 1 students.

Students who are not meeting grade level expectations are being offered before, during, and after school computer assisted instruction. In addition to the regular 60 minute math block, these students are getting additional 30 minute math class.

The math coach is addressing the needs of individual at-risk students by doing model lessons for the teachers and by working with individual students.

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WRITING

Type of Essay: Expository and Narrative								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade Four								
% meeting high standards: Score 3.5+	11	51	+40					
Score: 2-3	68	43	-25					
Score: NS- 1.5	21	6	-15					
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here.

Students and teachers use many different tools to show writing improvement including graphic organizers, writing portfolios and writing and math journals. The Writing Vertical team has encouraged the teachers to use the strategies that came from Writers Workshop. Many teachers across the grade levels attended the Melissa Forney workshops and are using Razzle Dazzle and Writing SuperStars with their students.

The teachers also utilize materials and strategies from

Barry Lane – After the End and Revisor’s Toolbox

Jakeniski – Writing Pictures K-12

Jane Bell Kiester – Blowing Away the State Writing Assessment & Caught’ya Grammer

Write Traits, Teach Me Writing, Step Up to Writing, Elemental Writing, Dictionaries and Thesaruses are used extensively.

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SCIENCE

Curriculum Area/Benchmark: All Benchmarks								
Name of Assessment Used: Larger Than Life Science Test								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade Five								
% meeting high standards Level 3+	31	17	-14					
Level 2	26	29	+03					
Level 1	43	54	+11					
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here. **The students are being retested January 25th to see if the trend has been reversed on the assessment data.**

We have increased lab activities using every modality to help our students achieve academic success in science. Real world applications scaffolding science, math, reading, and social studies insure classroom success for all demographic subgroups. We are piloting “Larger Than Life” Science FCAT Practice Test to assess our fifth grade students in an ongoing attempt to predict their achievement on the state test. The teachers are using daily FCAT science practice, chapter and unit tests, and lab demonstrations to assess knowledge.

The Science Vertical Team is correlating school wide the grade level expectations for correct scientific vocabulary and procedures. After school science tutoring is offered to students who need extra help in science. The Saturday Scholars program has added science as a tutoring class.

Science based field trips are now a norm for students in many grade levels.

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School wide Improvement Updates	
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*Baseline Data: baseline data is compared to current assessment data to calculate changes in student performance. Data used should measure the same skills or benchmarks as assessments given earlier in the school year.

**Comparable Data: using valid and reliable assessment items and administered regularly(monthly or quarterly) by the district or school to the same students, measuring the same benchmarks, using the same test item specifications with the same degree of difficulty.)

Directions for Using the Data Chart

1. Insert the curriculum area and/or benchmark assessed.
2. Insert the name of the assessment used.
3. Insert the grade levels assessed.
4. Insert the assessment data in the appropriate column for the reporting period.
5. Enter a narrative explaining the data in the space provided under the data table. The space will expand as needed to accommodate the length of the narrative.

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