

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

School Name & District: Middleburg Elementary School, Clay County
 Date: 01/27/06
 Principal: Becky Wilkerson

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	Becky Wilkerson, <u>Principal</u> , has been an active participant in the Foundations training, a pilot program offered by the Clay County School Board which focuses on developing a school-wide discipline program. She has also completed ESOL (English o Speakers of Other Language) training. Amy Kennedy, <u>Assistant Principal</u> , has been taking Reading Endorsement classes in addition to classes required for a principalship.
QUALIFIED, HIGH QUALITY TEACHERS	We had an interim Kindergarten and 4 th grade teacher for the 1 st reporting period. Christy Tuttle was hired for the 4 th grade position, certified in Elementary Education. Lisa Gantz hired for the kindergarten position is certified in Elementary Education.
SCHOOL MATCH	N/A
TEACHER MENTORING	Continue to utilize FPMS/CET (Florida Performance Measurement System/Clinical Educator Training) trained teachers and NBCT (National Board Certified Teachers) teachers as peer teachers and mentors.
SCHOOL WIDE IMPROVEMENT MODEL	N/A

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EXTENDED LEARNING OPPORTUNITIES	<p>Fall after-school tutoring for grades K-6th in reading and math utilized high performing teachers working with 80 students. Low performing (19) and subgroup *(ESE-23; F&R-22) students were targeted in this two month after-school tutoring program. Instructional strategies included: pre/post assessment, NCE (New Century Education) computer lab, Quick Reads, SRA (Science Research Associates) Direct Instruction, CCRP (Core Curriculum Reading Program), and FCAT (Florida Comprehensive Assessment Test) prep materials targeting FCAT tested strands and our school's specific areas of weakness. A two month tutoring program, to begin in January for 61 students, is scheduled for 3rd-6th grade reading, again low performing (26) and subgroup (ESE-14; F&R-22) students will be targeted. * (ESE=Exceptional Student Education/F&R=Free & Reduced Lunch)</p> <p>A family night, Families Building Better Readers (FBBR), was presented to 3rd grade parents. Parents attended break-out sessions and were given materials to encourage and support their student for reading. Food, door prizes and a play presented by the students were enjoyed by everyone. Evaluations indicated the parents welcomed the information and activities.</p>
READING {Evidence of progress In Reading}	<p>At the start of the 2005-06 school year, 72% of K-2nd grade students were at or above the 40% DIBELS. As of December 2005, 70% of K-2nd grade students and 53% of 3rd-6th grade students are at or above the 40% in DIBELS. When comparing our first and second DIBELS assessment, 73% of our K-3rd grade students and 82% of our 3rd-6th grade student maintained or made gains. (DIBELS = Dynamic Indicators of Basic Early Literacy Skills)</p>
MATHEMATICS {Evidence of progress in Mathematics}	<p>When comparing our first and second diagnostic assessment in Math, 80% of our K-2nd grade students and 60% of our 3rd-6th grade students made gains. When comparing our first and second diagnostic assessment in math, 82% of our 1st and 2nd grade and 43% of our 3rd – 6th grade lower quartile students made gains. When comparing our first and second diagnostic assessment in math, 83% of our K-2nd and 47% of our 3rd-6th grade ESE student made gains.</p>
WRITING {Evidence of progress in Writing}	<p>When comparing the first and second Clay Writes assessment, 37% of our 3rd-6th grade students made gains. When comparing our first and second Clay Writes assessment, 31% of our 3rd-6th grade ESE students made gains.</p>
SCIENCE {Evidence of progress in Science}	<p>When comparing the first and second science diagnostic assessment, 2% of our students made gains. When comparing the first and second science diagnostic assessment, 0% of our ESE student made gains.</p>

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REVISIONS OR UPDATES	
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