

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

School Name & District: Orange Park High School, Clay County
Date: 1 January 2006
Principal: Michael Wingate

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINSTRATORS	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. Administrators are leading teacher development lessons at all faculty meetings. Additionally, administrators have met with each faculty member to insure teacher performance constantly improves. We also have one administrator actively participating in a reading learning community.
QUALIFIED, HIGH QUALITY TEACHERS	Teachers have participated in a variety of developmental activities including a learning community completed in December 2005. Another learning community is scheduled for Feb. Thru May 2006. Many teachers have completed Janet Allen Literacy Training.
SCHOOL MATCH	NA
TEACHER MENTORING	All beginning teachers have mentors. These mentors are national board certified. The mentoring is ongoing.

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<p>SCHOOL WIDE IMPROVEMENT MODEL</p>	<p>Teacher libraries are growing because of SAC purchasing of books. These books are used during the 17 minute reading time set aside during 5th period each day. Additionally, students in need of FCAT help, level 1 and 2, were contacted in January during the OPHS annual FCAT Walk. Many parents were contacted and information was provided.</p>
<p>EXTENDED LEARNING OPPORTUNITIES</p>	<p>After school tutoring is being conducted along with many extra curricular educational activities, We also have club day on the first Wednesday of the month to allow more student involvement in what would normally be after school activities. Because of the club day activity, new opportunities have been realized. One new opportunity is the " League of Extraordinary Gentlemen" . This organization provides mentors and role models for at risk students.</p>
<p>READING {Evidence of progress in Reading}</p>	<p>Articulation meetings have been very effective in providing teachers with new and better strategies. While the 17 minute reading time has gotten more students involved in reading, it is the reading teachers and reading coach that are providing our greatest improvement. New strategies are being shared and teachers are noticing a marked improvement in student performance. The real test will be measured in FCAT results. Since our FCAT walk, the number of students at after school tutoring has more than doubled. The FCAT bus has also provided transportation for students who normally would not be able to attend tutoring.</p>
<p>MATHEMATICS {Evidence of progress in Mathematics}</p>	<p>All strategies are progressing, but the most dramatic results seem to be coming from the FCAT fun with families night. This program gets parents, teachers and students together once a month to jointly develop strategies for each student. This evening activity lets parents see what is working and what isn't. Parental involvement is the key to improvement.</p>

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<p style="text-align: center;">WRITING</p> <p style="text-align: center;">{Evidence of progress in Writing}</p>	<p>All teachers are involved in holistic scoring of Clay Writes. Teachers are now required to include essay questions on evaluations. Faculty meetings are used to share successful writing strategies.</p>
<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">{Evidence of progress in Science}</p>	<p>Teachers are using FCAT questions and using FCAT preparation books during daily activities. Science teachers are using the pre and post tests to track student progress. Additionally, science teachers are experimenting with cluster activities that correlate with 9th and 10th grade benchmarks.</p>
<p style="text-align: center;">REVISIONS OR UPDATES</p>	