

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

School Name & District: Green Cove Springs Junior High, Clay County School Board
 Date: January 27, 2006
 Principal: Kenneth E. Francis

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	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.
QUALIFIED, HIGH QUALITY TEACHERS	
SCHOOL MATCH	
TEACHER MENTORING	<p>Green Cove Springs Junior High (GCSJH) has 3 beginning teachers requiring peer teachers, which have been assigned.</p> <p>There are two teachers with National Board Certification (NBCT) also assisting the beginning teachers as mentors.</p> <p>There is one additional teacher in the process of National Board Certification, who is also being mentored by the NBCT teachers.</p>

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SCHOOL WIDE IMPROVEMENT MODEL	
EXTENDED LEARNING OPPORTUNITIES	GCSJH will implement its extend learning opportunities, i.e. Saturday Summer School and FCAT Saturday Review during the second semester. Saturday Summer School will begin January 21, 2006 and continue for 10 Saturdays. FCAT Saturday will begin February 4 and continue for 4 more Saturdays, ending March 4, 2006.
READING {Evidence of progress in Reading}	<p>Administrative walk-throughs show that teachers are able to apply the skills taught in the reading in-service sessions to classroom activities. There is also evidence of the effectiveness of the school reading coach's influence on the use of variety of reading strategies in the content area classrooms. (The administrative walk-throughs have been discontinued because of a change in district policy)</p> <p>Level 1 and 2 Students After two Oral Reading Fluency (ORF) assessments the 7th grade students are showing significant improvement in the number of students who are no longer at risk of not achieving adequate progress. The 7th grade scores show an increase of 19% in the improved group. The 8th grade scores showed a decrease on Assessment 2 of ORF. This was consistent with a statewide decrease in 8th grade scores on the 2nd assessment. The cause of the decrease seems to be the large number of undecodable given names at the end of the first paragraph, which affected the speed, and accuracy of the Assessment 2 probe.</p> <p>Reference and Research FCAT Skills At the end of the 1st semester all students were evaluated by their language arts teachers with regards to their progress in reaching grade level expectations in the areas of reference and research skills. At that time 76% of the 7th grade average students were making average progress; 7th grade advanced students were at 96% being satisfactory; and, 100% of 7th grade Honor students were satisfactory. In the 8th grade 70% of the average students were satisfactory and 83% of both the advanced and honors students were satisfactory.</p> <p>Literature and Reading FCAT Skills As a result of the semester exams given to all students it can be noted that the 8th grade students are making reasonable progress towards the school goal. 90% of the average classes, 98% of the advanced classes and</p>

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	<p>100% of the honors classes achieved satisfactory progress. In the 7th grade 76% of the average classes, 98% of the advanced classes and 100% of the honors classes achieved satisfactory progress. The teachers are aware of the lower 7th grade scores and will place stronger emphasis on the weaker areas in their classroom instructional activities.</p> <p>Daily Extended Reading Period Every 4th period teacher implements daily reading activities for 25 minutes. 4th period is our lunch period and students have an extra twenty-five minutes of class time. During this time teachers utilize a variety of reading comprehension and vocabulary development activities. Our school reading coach works with the entire faculty on the implementation of this program. To date there is no data to measure the results of this program other than those gathered by language arts teachers. The expectation is that the FCAT reading scores will show the gains from the additional daily reading practice.</p>
<p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">{Evidence of progress in Mathematics}</p>	<p>At the end of the first semester the majority of the students were making satisfactory progress. Those students who were not meeting expectations are now eligible to attend Saturday remediation classes to strengthen the skills that should have been mastered in the first semester. Some of these students will also be eligible to attend the FCAT review Saturday sessions that will begin on February 4, 2006.</p> <p>Intensive Math Classes Students enrolled in intensive math classes are continuing to work on FCAT grade level expectations and the remediation of math skills to support their grade level courses. Semester exams and grades indicate that the majority of these students are making satisfactory progress.</p>
<p style="text-align: center;">WRITING</p> <p style="text-align: center;">{Evidence of progress in Writing}</p>	<p>The semester review of writing skill progress shows that 70% of 7th graders in average classes are making satisfactory progress. 93% of 7th grade advanced students and 100% of 7th grade honors students are making satisfactory progress in writing. Eighth grade average students showed that 79% were making satisfactory progress at the end of the first semester. 90% of 8th grade advanced students were making satisfactory progress and 96% of Honors students achieved satisfactory progress.</p> <p>Language arts are continuing to follow the strategies from the school improvement plan. It is expected that students will continue to score well on the FCAT and meet grade level expectations.</p>

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<p>SCIENCE</p> <p>{Evidence of progress in Science}</p>	<p>All 7th and 8th grade students completed an FCAT skills assessment for their grade level at the end of the first semester. The results of this assessment indicate that 8th grade average students had an average score of 60% on this measure. While 8th grade advanced students had an average score of 70% on this measure. Seventh grade scores were lower. Average 7th grade students had an average score of 52% and Advanced 7th grade students had an average score of 65%.</p> <p>The teachers will continue to use FCAT practice activities for bell work while emphasizing the Sunshine State Standards in instructional units.</p>
<p>REVISIONS OR UPDATES</p>	