

**Florida Department of Education**  
**PROGRESS REPORTS**  
 November 11<sup>th</sup>, January 27<sup>th</sup>, and April 28<sup>th</sup>

School Name & District:

Date:

Principal:

Wilkinson Jr. High School/ Clay County School Board

25 January 2006

Dr. David McDonald

<b>SECTION/GOAL/CRITERION</b>	<b>PROGRESS TOWARD MEETING GOAL</b>
QUALIFIED, HIGH QUALITY ADMINISTRATORS	No Change
QUALIFIED, HIGH QUALITY TEACHERS	No Change
SCHOOL MATCH	N/A
TEACHER MENTORING	Teacher mentoring program is progressing very well with each new teacher assigned either a Peer Teacher or a Peer Teacher and National Board Certified Teachers as mentors. Those teachers in the Alternative Certification Program are on track for completion of the certification programs.

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SCHOOL WIDE IMPROVEMENT MODEL	N/A
EXTENDED LEARNING OPPORTUNITIES	<p>Before and after school FCAT tutoring is offered to help increase student performance in those areas. In order to increase student attendance for the FCAT tutoring program, personalized letters were sent to the parents of all students who earned a level 1, 2, or 3 on the 2005 FCAT. There have been an average of 200 students in attendance at the twice weekly FCAT Math and FCAT Reading tutoring sessions. The tutoring sessions are staffed by teacher 6-8 subject area teachers and volunteers for Math and Reading respectively.</p> <p>In addition to school wide FCAT tutoring, individual teachers make themselves available for one-on-one assistance to students in need.</p>
READING  {Evidence of progress in Reading}	<p>The latest data, as compared to the baseline data collected at the beginning of the 2005-2006, indicates an increased level of performance in the area of reading comprehension based on the following data: STAR testing, Accelerated Reader Reports, Florida Oral Reading Fluency (Progress Monitoring Reading Network), reading and language arts ongoing department feedback, and the daily comprehension checks (book logs) and monitoring of the school wide, 25-minute, Sustained Silent Reading program. There are strong indications that the student performance data trends are similar for low performing students (ESE, all FCAT level 1's and 2's) and the subgroups (African American). Additionally, all level 1 and level 2 students are currently receiving reading support through intensive reading classes. In order to increase student attendance for the FCAT tutoring program, personalized letters were sent to the parents of all students who earned a level 1, 2, or 3 on the 2005 FCAT.</p>
MATHEMATICS  {Evidence of progress in Mathematics}	<p>All 8<sup>th</sup> grade students have completed at least 1 section of FCAT explorer and are going to the computer lab once every 6 days in order to complete the remainder before the end of February. All students (7<sup>th</sup> &amp; 8<sup>th</sup>) have been provided a practice FCAT test published by the DOE, in addition to bell activities, etc. 8<sup>th</sup> grade teachers have all downloaded the newly released FCAT mathematics test from the DOE website for instructional purposes.</p> <p>FCAT tutoring has begun twice weekly. Over 100 students per week are coming to the "hands on" sessions and are becoming more familiar with topics covered by FCAT such as area, circumference, volume, surface area, Pythagorean theorem and much more. . In order to increase student attendance for the FCAT tutoring program,</p>

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	<p>personalized letters were sent to the parents of all students who earned a level 1, 2, or 3 on the 2005 FCAT.</p> <p>General teacher observations are that the students across the board are making progress in grasping the new concepts as they are presented. Indications are that students can show adequate yearly progress at the pace and structure the material is being introduced.</p>
<p><b>WRITING</b></p> <p>{Evidence of progress in Writing}</p>	<p>The latest data, as compared to the baseline data collected at the beginning of the 2005-2006, indicates an increased level of performance in the area of writing based on the following data: Individual student FCAT writing portfolios maintained through the language arts department, initial assessments, Clay Writes, and 2005 FCAT writing results. Faculty members, representing each curriculum, report improved performance in writing including an increase in student writing ability for low performing students (ESE, all FCAT level 1's and 2's) and the subgroups (African American).</p>
<p><b>SCIENCE</b></p> <p>{Evidence of progress in Science}</p>	<p>All 8th grade teachers are giving the FCAT Science Sample Test. Both 7th and 8th grades are using FCAT Science Dailies to review for the test. There is also an FCAT Science Practice Test online. Teachers also have a sample test on CD and released short response and extended response items. Teachers have completed two in-services on Science FCAT. During the 8th grade FCAT Science Test, 7th grade teachers will administer an FCAT Science practice test that will be graded by the 7th grade Science teachers.</p> <p>In-service on reading Science in the content area and writing FCAT style questions. Started the beginnings of a resource bank of reading in the content area. Reviewing Science Benchmarks with students. Hosted a Family Astronomy Night as a response to low FCAT performance in the Astronomy/Earth Space Science Strands at our school, district and across the state. FCAT tested benchmarks were addressed. Family Astronomy Night also addresses a school need to involve parents in the education of their students.</p> <p>All students were required to do a science project and advanced students were required to do a Science Fair</p>

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	Project—addresses Strand H which are very low on our incoming students. Any student completing a Science Fair Project was invited to an awards night with a dynamic speaker from the St. Augustine Alligator Farm.
REVISIONS OR UPDATES	None