



BUREAU OF SCHOOL IMPROVEMENT

Date: January 22, 2007

School: J.L. Wilkinson Elementary

School District: Clay

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below											
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	No Changes in Administration have taken place since the last report.											
HIGHLY QUALIFIED TEACHERS	<ul style="list-style-type: none"> We have added an additional teacher to our staff since the beginning of the school year. <ul style="list-style-type: none"> Julie Blank-1st Grade Courtney Poole-ESE Hearing Impaired (transfer within District) All teachers are certified and teaching in-field. 											
TEACHER MENTORING ACTIVITIES	<p>We have several staff members who have been working with a mentor/Peer Teacher. They are meeting weekly together planning lessons, discussing procedures, and strategies.</p> <table border="1" data-bbox="451 1130 1209 1317"> <thead> <tr> <th data-bbox="451 1130 730 1170">Staff Member</th> <th data-bbox="730 1130 1209 1170">Mentor/Peer Teacher</th> </tr> </thead> <tbody> <tr> <td data-bbox="451 1170 730 1211">Karen Romito</td> <td data-bbox="730 1170 1209 1211">Susan Worthington</td> </tr> <tr> <td data-bbox="451 1211 730 1252">CJ Carter</td> <td data-bbox="730 1211 1209 1252">Diana Rabidoux</td> </tr> <tr> <td data-bbox="451 1252 730 1292">Michele McEachin</td> <td data-bbox="730 1252 1209 1292">Karen Miller</td> </tr> <tr> <td data-bbox="451 1292 730 1317">Michelle Zaliwski</td> <td data-bbox="730 1292 1209 1317">Connie Lee</td> </tr> </tbody> </table>		Staff Member	Mentor/Peer Teacher	Karen Romito	Susan Worthington	CJ Carter	Diana Rabidoux	Michele McEachin	Karen Miller	Michelle Zaliwski	Connie Lee
Staff Member	Mentor/Peer Teacher											
Karen Romito	Susan Worthington											
CJ Carter	Diana Rabidoux											
Michele McEachin	Karen Miller											
Michelle Zaliwski	Connie Lee											

Mid Year Report is due January 25th

**EXTENDED
LEARNING
OPPORTUNITIES**

- We have 120 students in the Supplemental Educational Services tutoring program offered to our free and reduced students.
- We have after school tutoring for grades 2-6. Students utilize the SuccessMaker Lab for 20-30 minutes out of their 60 minute tutoring session. Students work on Reading and/or Math. Each group attends two days a week. They began on Nov. 6, 2006. The strands are being adjusted depending on their weaknesses and the benchmark assessment data results.

Group/Grade	Reading-Initial Reading Strands AP gains	Math-Mastering Math Concepts - Strands AP gains
Group 1 Grade 2	100% .59	100% .29
Group 2 Grade 2	100% .19	86% .16
Group 3 Grade 3	43% .28	86% .06
Group 4 Grade 3	17% .37	100% .12
Group 5 Grade 4	Not addressed on computer	83% .35
Group 6 Grade 4	Skills practiced in small group	100% .35
Group 7 Grade 5	“” “	100% .18
Group 8 Grade 6	“” “”	40% .11
Group 9 Grade 6	75% .29	75% .08

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READING

Curriculum Area/Benchmark: Reading								
Name of Assessment Used: WES Benchmark Monitoring								
Grade Assessed	Benchmark Diagnostic Assessment 1 Baseline Data	Benchmark Diagnostic Assessment 2 Dec. 06				3 rd Progress Report (April)	% Change	Total % Change
Grade 3								
% meeting high standards Level 3+	8%	34%						
Level 2	34%	51%						
Level 1	58%	22%						
Grade 4								
% meeting high standards Level 3+	9%	39%						
Level 2	34%	39%						
Level 1	57%	24%						
Grade 5								
% meeting high standards Level 3+	12%	34%						
Level 2	56%	44%						
Level 1	32%	22%						

Enter narrative here.

Grade 6	Baseline	Benchmark
% Level 3+	27%	46%
Level 2	40%	35%
Level 1	33%	19%

- Determination of the Levels: Level 3+ 75-100, Level 2 50-74, Level 1 49-0 on the WES Benchmark Monitoring Assessments.
- WES Benchmark Monitoring Assessments are given every 6-8 weeks.
- Results are compiled and grade level meetings are held to analyze results. The results are used to plan instruction.
- From the initial diagnostic assessments we are seeing gains in benchmark mastery across the grade levels.

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- Teachers are developing and implementing best practice lessons that address students' weak areas.
- Monitoring of Strategies-Teachers turn in a copy of their best lesson plan and one student work sample that addresses a weak area.
- WES staff attends a minimum of four hours a month on Professional Development addressing Reading/Math strategies. WU
- FCAT Explorer is being used in out Technology class for grades 3,4, and 6 for Reading. Each class has used a total of 6 hours or more.
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessments were given in Sept. and we are currently administering the second assessment at this time.

Reading targeted subgroups (Lowest 25% of students based on STAN 10 (grades K-2) FCAT-Level 1-2 (grades 3-6) from previous school year. Students attend SuccessMaker Computer Lab for 20 minutes, five days a week with a Title I Teacher.

Grade	Acceptable Performance	Gains made
3 rd	36%	.62
2 nd	95%	.53
1 st	72%	.38
Kindergarten	43%	.22

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MATHEMATICS

Curriculum Area/Benchmark: Mathematics								
Name of Assessment Used: District Benchmark Assessments								
Grade Assessed	Benchmark Diagnostic Assessment 1 Baseline data	Benchmark Diagnostic Assessment 2 Dec. 06			% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 3								
% meeting high standards Level 3+	1%	71%						
Level 2	41%	25%						
Level 1	58%	4%						
Grade 4								
% meeting high standards Level 3+	3%	23%						
Level 2	33%	54%						
Level 1	64%	23%						
Grade 5								
% meeting high standards Level 3+	1%	16%						
Level 2	15%	47%						
Level 1	84%	37%						

Enter narrative here.

Grade 6	Baseline	Benchmark
% Level 3+	1%	55%
Level 2	16%	35%
Level 1	83%	10%

- Determination of the Levels: Level 3+ 75-100, Level 2 50-74, Level 1 49-0 on the WES Benchmark

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Assessments.

- Benchmark Monitoring Assessments are given every 6-8 weeks.
- Results are compiled and grade level meetings are held to analyze results. The results are used to plan instruction.
- From the initial diagnostic assessments we are seeing gains in benchmark mastery across the grade levels.
- Teachers are developing and implementing best practice lessons that address students' weak areas.
- Monitoring of Strategies-Teachers turn in a copy of their best lesson plan and one student work sample that addresses a weak area.
- WES staff attends a minimum of four hours a month on Professional Development addressing Reading/Math strategies. WU
- FCAT Explorer is being used in our Technology class for 5th grade Math. Each class has used a total of more than 6 hours.

Math targeted subgroups (Lowest 25% of students based on STAN 10 (grades K-2) FCAT-Level 1-2 (grades 3-6) from previous school year. Students attend SuccessMaker Computer Lab for 20 minutes, five days a week with a Title I Teacher.

Grade	Acceptable Performance	Gains made
5 th	84%	.84
4 th	85%	.46

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WRITING

Type of Essay: Fourth Grade Clay Writes								
Grade Assessed	Baseline Data Clay Writes 1 st	Clay Writes 2 nd				3 rd Progress Report (April)	% Change	Total % Change
Grade 4								
% meeting high standards: Score 3.5+	5%	47%						
Score: 2-3	46%	49%						
Score: NS- 1.5	49%	4%						
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.

- Lesson Plans are reflecting implementation of monthly writing prompts.
- All students will keep a Math journal to explain their thinking. This will be used at least weekly.
- Results are compiled and grade level meetings are held to analyze results. The results are used to plan instruction.
- From the initial diagnostic assessments we are seeing gains in Clay Writes results.
- Teachers are developing and implementing best practice lessons that address students' weak areas.
- Monitoring of Strategies-Teachers turn in a copy of their best lesson plan and one student work sample that addresses a weak area.
- WES staff attends a minimum of four hours a month on Professional Development addressing Reading/Math & Writing strategies. WU

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SCIENCE

Curriculum Area/Benchmark: Science								
Name of Assessment Used: Progress Reports/Report Cards								
Grade Assessed	Baseline Data Progress Report 1 st Quarter	Progress Report 2 nd Quarter				3 rd Progress Report (April)	% Change	Total % Change
Grade 3								
% meeting high standards Level 3+	90%	87%						
Level 2	10%	13%						
Level 1	0%	0%						
Grade 4								
% meeting high standards Level 3+	85%	88%						
Level 2	15%	12%						
Level 1	0%	0%						
Grade 5								
% meeting high standards Level 3+	100%	96%						
Level 2	0%	4%						
Level 1	0%	0%						

Enter narrative here.

Grade 6	Baseline-Progress Report /1 st Quarter	Progress Report/2 nd Quarter
% Level 3+	90%	79%
Level 2	10%	21%
Level 1	0%	0%

- Determination of the Levels: Level 3+ 75-100, Level 2 50-74, Level 1 49-0 based on Progress Reports (students' grades).
- Teaching reading strategies across the curriculum, including strategies that apply to the area of science.
- Teaching math strategies across the curriculum, including strategies that apply to science.

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School wide Improvement Updates	We have broken down our 2006-07 SIP plan strategies and have extended them in to a three year plan for 2006-2009. The updates have been adjusted on our 2006-2007 SIP plan.
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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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