BUREAU OF SCHOOL IMPROVEMENT

Date: January 18, 2007
School: Orange Park High School
School District: Clay County School Board

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. Mr. James Salem, Vice Principal retired January 2, 2007 Mr. D. Ray Dukes was appointed Vice Principal Mr. William Fletcher was appointed Assistant Principal.
HIGHLY QUALIFIED TEACHERS	☐ No changes in instructional staff have taken place since the last report. ☐ There are no instructional vacancies at this time. ☐ All teachers are certified and teaching in-field. **The following teachers have left OPHS:** Constance Higginbotham (Math HQ) Sundae Stubbs (English HQ) Simon Quattlebaum (Science HQ) Steve Wood (Science HQ) **The following teachers have been employed since the last report**. Loretta Boyett (Math HQ) Heather Bucher (English HQ) Vaughn Anderson Reading (non-HQ) Samuel Jackson (non-HQ) Jerome Douglas (Science non-HQ)

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TEACHER MENTORING ACTIVITIES	Teacher Induction Program:
	   Peer Teachers (Assigned to first-year teachers)
	   National Board Certified Teachers (Partnered with first-year teachers and teachers who are new to the Clay County School District to serve as mentors)
	
	Departmental Chairpersons/Curriculum Council (Served as instructional models in the
	   classroom setting)
	Mentors ("Seasoned/Veteran" teachers partnered with experienced teachers new to Orange Park High School)
	
	Learning Communities:
	   Departmental and Cross-Curricular Sharing (Research-based Reading and Best Practice strategies)
	   Collegial Conversations

EXTENDED LEARNING OPPORTUNITIES	Orange Park High School believes that all students have the ability to be successful; therefore our goal is to provide a plethora of extended learning experiences for every student at the school. Extra-curricular Camps Community Service Clubs and Organizations After-school Tutoring (National Honor Society) Florida Virtual School FCAT Explorer After school Media Center tutorial sessions/Library Computer usage (FCAT Explorer/Florida Virtual School) October-February After-school FCAT study sessions Saturday FCAT study sessions Before and After-school teacher tutoring and remediation Educational Field trips Summer School Remediation FCAT Fair Shakespearean Festival Academic "Booster" Meetings Extra-curricular Summer Camps Grolier On-line eLibrary SIRS

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	Destiny Future Educators of America after school tutoring Top 44 Reading Curriculum (Media Center) Mu Alpha Theta tutoring SAT/SATII/ACT review programs League of Extraordinary Gentlemen Athletic camps Band camp JROTC summer camp 7th Period SAT, SAT II and ACT Preparatory Class 7th Period JROTC 7th Period Jazz and Dance Ensemble 7th Period Advanced International Certificate of Education Critical Thinking Skills Class

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READING	Curriculum Area/Benchmark: Reading								
	Name of Assessment Used:								

Grade Assessed	Baseline Data **FCAT**	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
Grade	9th	10 (2007)		10 (2007)				
% meeting high standards Level 3+	46%			Achieve Test 1 60%				
Level 2	33%			30%				
Level 1	21%			10%				
Grade	10 (2006)			11 (2007)				
% meeting high standards Level 3+	28%			FCAT RETAKES 15%				
Level 2	34%			39%				
Level 1	38%			47%				
Grade								
% meeting high standards Level 3+	----	-----	----	-----	-----			
Level 2	----	----	----	-----	-----			
Level 1	----	-----	----	-----	-----			

The above data reflects the standardized testing opportunities that were given to our 9th and 10th graders in 2006 – 2007. After comparing/contrasting the 9th grade Achieve Reading test items to the actual FCAT test items, the 9th grade results do not reflect a true progression or lack of progression. The items appear to be less challenging.

The 10th grade Achieve Test is comprised of multiple choice items without any short and long written responses. Therefore, FCAT retakes data is used to analyzed progression.

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MATHEMATICS	Curriculum Area/Benchmark: Mathematics								
	Name of Assessment Used:								
	Grade Assessed	Baseline Data **FCAT**	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade	9			10 (2007)				
	% meeting high standards Level 3+	66%			**Achieve Test 1** 40%				
	Level 2	23%			25%				
	Level 1	11%			35%				
	Grade	10			11 (2007)				
	% meeting high standards Level 3+	70%			**FCAT Retakes** 25%				
	Level 2	20%			37%				
	Level 1	11%			38%				
	Grade								
	% meeting high standards Level 3+	----	----	---	---	----	----	----	-------
	Level 2	----	----	---	---	----	----	----	-------
	Level 1	----	----	---	---	----	----	----	-------

 After reviewing the 2006-2007 Math data the results indicated a lack of progression. Our math scores are above the state and district's standards. However, recent test results differ.

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WRITING	Type of Essay: Persuasive/Expository								
	Grade Assessed	Baseline Data **Clay Writes**	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade	9							
	% meeting high standards: Score 3.5+	60%			**Clay Writes 75%**				
	Score: 2-3	30%			20%				
	Score: NS- 1.5	10%			5%				
	Grade	10%			Clay Writes				
	% meeting high standards: Score 3.5+	FCAT 79%			80%				
	Score: 2-3	15%			10%				
	Score: NS- 1.5	6%			10%				
	Grade								
	% meeting high standards: Score 3.5+	-----	----	----	----	----	----	----	
	Score: 2-3	-----	----	----	----	----	----	----	
	Score: NS- 1.5	-----	----	----	----	----	----	----	

1. School-wide in-service on writing traits, persuasive writing, expository writing, and descriptive writing.
2. Clay Writes will be administered in English classrooms to ensure that the environment is conducive to a writing setting.
3. The writing assignments will be incorporated into the classroom instruction across the curriculum.
4. English teachers will focus on teaching "Writing Traits" Concepts, Strategies, Style, Grammar and Composition, and Details.
5. English teachers will utilize the Holt, Rinehart and Winston On-line evaluation component.

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	Curriculum Area/Benchmark: Science								
	Name of Assessment Used:								
	Grade Assessed	Baseline Data **FCAT**	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade	11			**Semester: science classes**				
SCIENCE	% meeting high standards Level 3+	37%			Exam 55%				
	Level 2	34%			20%				
	Level 1	29%			25%				
	Grade								
	% meeting high standards Level 3+	N/A			N/A				
	Level 2	N/A			N/A				
	Level 1	N/A			N/A				
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

1. Teachers will explore cluster activities for the focused FCAT Science strands and implement hands-on activities correlated to the science benchmarks in the 9th and 10th grade Science courses.
2. Teachers will conduct FCAT question analysis and utilize the results to enhance their curricular instruction.
3. Teachers will incorporate FCAT Dailies (bell-ringers).
4. Teachers will use pre- and post- reading strategies with their textbooks.

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School wide Improvement Updates	

*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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