BUREAU OF SCHOOL IMPROVEMENT

Date:

School:

School District:

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. Angela Johnson has joined the Administration staff as the Assistant Principal and will be directly responsible for 7th grade discipline in addition to contributing to overall curriculum and staff development.
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.
TEACHER MENTORING ACTIVITIES	
EXTENDED LEARNING OPPORTUNITIES	FCAT tutoring started 9 Jan 2007 with split sessions of Reading (Tuesday 8:10-9:00; Thursday 3:45 – 5:00) and Math (Tuesday 3:45 – 5:00; Thursday 8:10 – 9:00) with approximately 100 students per day.

Mid Year Report is due January 25th

Curriculum Area/Benchmark:								
Name of Assessment Used:								

Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
Grade 8	FCAT 2006	FCAT Practice						
% meeting high standards Level 3+	47			52	11%			
Level 2	20			25	25%			
Level 1	32			22	-13%			
Grade 7					23%			
% meeting high standards Level 3+	66			71	7%			
Level 2	12			15	25%			
Level 1	21			13	-33%			

Anecdotal records coupled with, Student FCAT Writing practice tests, and teacher feedback indicate an upward trend in reading abilities/scores for students at Wilkinson Junior High. Strategies and Actions responsible for the increase include the following.

Action/Strategies: All Reading teachers including ESE and DOP, led by the school Reading Coach, will use a variety of strategies and resources to improve FCAT Reading scores. Strategies and resources will include the following:
- ESE student participation in SRA Corrective Reading program and Bridges to Literature
- Implementation of cross-curricular reading incentives school-wide
- Language Arts, Reading, Science, and Social Studies teachers incorporate researched based instructional strategies for reading as directed by the school Reading Coach
- Implementation and maintenance of a 25-minute, school-wide Sustained Silent reading Program to improve reading comprehension, vocabulary, and the joy of reading
- Provide before and after school FCAT reading tutoring program
- Reading teachers will attend reading endorsement courses and earn a reading endorsement per county and state requirement

Assessment/Evaluation: On-going analysis of multiple assessments including DAR, STAR, and State Fluency Probes (PMRN) to analyze student strengths and areas of need. Results will be used for student placement in Intensive Reading classes as well as to generate plans for student improvement.

READING

Mid Year Report is due January 25th

MATHEMATICS	Curriculum Area/Benchmark:								
	Name of Assessment Used:								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade	7th							
	% meeting high standards Level 3+	68			72	6%			
	Level 2	49			55	12%			
	Level 1	49			55	12%			
	Grade	8th							
	% meeting high standards Level 3+	66			77	16%			
	Level 2	31			35	13%			
	Level 1	31			35	13%			
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

Curricula tests, and teacher feedback indicate an upward trend in student math skills at Wilkinson Junior High. Strategies and Actions responsible for the increase include the following.

Action/Strategies: All Math teachers including ESE and DOP, will use a variety of strategies and resources to improve FCAT Math scores. Strategies and resources have included the following:
- FCAT style practice problems within the classroom.
- In-service on writing and using FCAT style short and extended problems by county office representative.
- 8th graders are using FCAT Explorer for practice in FCAT style problem solving.
- 7th and 8th teachers use FCAT practice tests and prior year tests to gauge student progress.

Assessment/Evaluation: On-going analysis of in class performance through chapter tests and teacher observations. Tracking and review of performance levels within FCAT Explorer..

Mid Year Report is due January 25th

WRITING	Type of Essay: Persuasive (December 2006) & Expository (OCT 2006)								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade 8	FCAT/ 2006	CLAY WRITES		CLAY WRITES				
	% meeting high standards: Score 3.5+	75			85	13%			
	Score: 2-3	25			15	-40%			
	Score: NS- 1.5	0			0	N/A			
	Grade 7								
	% meeting high standards: Score 3.5+	75			85	13%			
	Score: 2-3	22			15	-32%			
	Score: NS- 1.5	0			0	N/A			

Anecdotal records coupled with, Student FCAT Writing portfolio tracking, and teacher feedback indicate an upward trend in writing abilities/scores for all students at Wilkinson Junior High. Strategies and Actions responsible for the increase include the following.

Action/Strategies: All Language Arts teachers including ESE and DOP, led by the Language Arts Department Chair, use a variety of strategies to assist students with the development of FCAT Writing portfolios with the purpose of tracking individual writing development to include individual student needs as well as strengths in writing. Additionally, the faculty utilizes a variety of strategies and resources to attain these goals. Strategies include the following:
- Providing print rich environments
- Teach FCAT writing formats
- Variety of FCAT Writes practice (Expository & Persuasive)
- Provide opportunities for writing through prompt writing within individual disciplines and curricula
- Participation of entire faculty and student body in Clay Writing Assessment activities and professional development.

Assessment/Evaluation: On-going analysis of FCAT writing portfolios and FCAT scores to determine success and areas of need. Analysis included but not be limited to:
- Examination of lesson plans
- Examination of student FCAT Writing portfolios
- Analysis, by Language Arts teachers, of the Clay Writes followed by parent notification

Results/data used to address student needs and generate lesson plans to improve areas of weakness and enhance student strengths.

Mid Year Report is due January 25th

	Curriculum Area/Benchmark:								
	Name of Assessment Used:								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade 8	FCAT 2006							
	% meeting high standards Level 3+	59			66	10			
	Level 2	49			56	19			
SCIENCE	Level 1	49			56	19			
	Grade 7								
	% meeting high standards Level 3+	55			62	13			
	Level 2	31			39	29			
	Level 1	31			39	29			

Action/Strategies : Beginning in January, 8th grade teachers are expected to review physical and life science daily in the classroom. Students should be using the "Mastering the FCAT" Grade 8 practice book. In February, 8th grade teachers will take their students to the computer lab approximately 4 times to use the FCAT practice software and are expected to do nothing but FCAT Science preparation beginning February 5. The FCAT Science score will count as the 8th grade FCAT post-test.

Beginning in January, 7th grade teachers are expected to review physical and life science daily, and to review the 5th and 8th grade FCAT glossary. Students should be using the "Mastering the FCAT" Grade 6 practice book daily. In February, teachers should be spending most of class time preparing for FCAT Science. 7th graders will be taking a practice FCAT that will count as a science grade on the day the 8th graders take the Science FCAT. 7th grade science teachers will receive their students' tests and grade them as the FCAT post-test.

Assessment/Evaluation: On-going review of curricula test performance and teacher observations.
- Examination of lesson plans
- Examination of student FCAT Pre/Post test

Mid Year Report is due January 25th

School wide Improvement Updates	LCD projectors have been procured to provide presentation/ Internet projection capability for all classrooms to enhance instruction.

*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.

Mid Year Report is due January 25th