

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

School Name & District: Clay /Clay High School
Date: January 26, 2006
Principal: Mr. Pete McCabe

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINSTRATORS	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. Clay High School is served by four highly qualified administrators with over 75 years in education among them. The entire administrative team has master's degrees in leadership and instructional leadership training has been a primary focus through Clay District Schools. Administrators have received training on the rigor and relevance framework to increase student achievement. Curriculum Mapping Literacy leadership training, APPLE research training and teacher performance training continue to be an integral part of administrative focus.
QUALIFIED, HIGH QUALITY TEACHERS	Retaining highly qualified teachers is no problem at Clay High School. The administration recognizes their expertise in the classroom as well as their consistent results and provides teachers with materials and training they request. Teachers are encouraged to attend professional conferences that focus on student achievement at Clay High School's expense. Technology training is provided for all teachers, with Level 1 and 2 math and reading teachers receiving additional training allowing them to use remediation programs to enhance student understanding and track their progress.
SCHOOL MATCH	

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TEACHER MENTORING	Clay High School uses experienced teachers as mentors to new teachers. These experienced teachers volunteer to be paired with a new teacher based on the curriculum taught. The experienced teacher is available to help the new teacher become acclimatized to the teaching profession, best practices in the subject area, and policies and procedures at Clay High School.
SCHOOL WIDE IMPROVEMENT MODEL	Clay County does not have a specific School Improvement Model. However, Clay High Intensive Reading and Math teachers desegregate data from the computer based programs used (Larsons, Plato, FCAT Explorer and New Century) and track student achievement every 4 weeks as part of the student's Academic Improvement Plans.
EXTENDED LEARNING OPPORTUNITIES	The following opportunities are available for ALL students : FCAT Explorer available to any student who wants or needs extra help after school and at home (9-12 grade English teachers report assigning passwords to any student who requested a password.) FCAT Camp is held one week prior to the FCAT test to prepare 9th and 10th grade students who need extra help with general test taking skills and specific FCAT skills. (A record is kept of attendance and teachers encourage students to attend.) FCAT Reading and Math Tutoring is available after school from September to February for any student who wants to attend.

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	<p>(A record of attendance is kept and progress monitored by the computer program and teacher. Attendance before January in both programs was 10-15 students weekly. Since January, attendance is now averaging 12 students daily. Reasons for increase in attendance are parent contact by teachers, constant reminders on morning news program, and by teachers, have increased student attendance.)</p> <p>Guidance department is involved in a 9 week pilot program to improve student achievement targeted at our level one and two students. Guidance meets with all intensive reading classes every Wednesday for tutoring in improving study skills and incorporating effective learning strategies across the curriculum. This program ended Dec.16, 2005. (Intensive teachers report an increase in student's grades and performance in class)</p> <p>One-on-one peer tutoring by advanced students is available during classes for intensive math and reading students. (Student Peer Tutors are being utilized in 27 class periods)</p> <p>Math and English classes were ability grouped this year based on performance on the FCAT test last year. Each student is monitored on an Academic Improvement Plan every 4 weeks and data is kept to track the student's progress. (Teachers report increases in student achievement and attitudes toward learning.)</p>
<p>READING</p> <p>{Evidence of progress in Reading}</p>	<p>Identify students who are in need of intensive reading electives. (completed 8/3/05)</p> <p>Teachers of core curriculum courses are encouraged to provide practice for standardized tests. (Data from classroom teachers reflect student increase in test grades)</p> <p>Teachers will provide consistent reading practice to strengthen reading comprehension skills. (Teachers report increase in student reading comprehension)</p> <p>Teachers will orient students to the skills assessed on the FCAT Reading Assessment. (Lesson Plan checks by administration reflect the implementation of FCAT Skills assignments)</p>

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	<p>Provide teacher in- service on successful reading strategies to be integrated into the core curriculum subjects of language arts, science and social studies. (completed 8/15/2005)</p> <p>Identify students who scored level 1 and 2 on previous assessments for all subject areas. (completed 8/3/05)</p> <p>Language Arts Department will develop a written action plan of strategies designed to aid level 1 and 2 students. (Academic Improvement Plans for all students completed first nine weeks and monitored every four weeks)</p> <p>FCAT Tutoring will be made available Monday-Thursday after school staffed by one Language Arts Teacher. (Student sign in is required and student progress is monitored by teacher and computer program. Student attendance has increased since January. Before January, attendance was at a low of 5-10 students weekly. Since January, attendance has increased to 10-15 students daily)</p> <p>“FCAT Prep” program will be implemented to allow students to receive additional FCAT help during regular school hours. (Student Peer Tutors are being utilized in 27 class periods)</p> <p>FCAT explorer access for at home use. (Students receive passwords from English teacher. Parent / Teacher contact encouraged. 9-12 grade English teachers report students who requested passwords have been assigned passwords)</p> <p>A daily, 20-minutes, of mandatory reading for all students and faculty will be implemented in the master schedule. (Administrative monitoring daily reflects many classroom libraries have been implemented and teachers are enjoying reading as much as the students.)</p> <p>A Practice Reading test will be given to 9th graders while the 10th grade is completing the Florida Writes+ test. (Scheduled Feb. 7, 2006)</p> <p>FCAT Camp will be provided to give intensive help to students just prior to the assessment.</p>
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	(Scheduled Feb. 13-24, 2007)
<p style="text-align: center;">MATHEMATICS</p> <p style="text-align: center;">{Evidence of progress in Mathematics}</p>	<p>Identify students who scored below 300 in math on the FCAT (Completed 8/3/05) Teachers of core curriculum courses are encouraged to provide practice for standardized tests. (Core Curriculum teacher's tests reflect the use of essay items, charts and graphs, and multiple choice items.) Mathematics Department will develop a written action plan of strategies designed to aid level 1 and 2 students. (Academic Improvement Plans created first nine weeks and are monitored every four weeks) FCAT Tutoring will be made available every Monday- Thursday after school staffed by one mathematics teacher. (Student sign in is required and student progress is monitored by teacher and computer program. Student use of tutoring has increased since January.) Level 1 and 2 students will be placed in intensive math classes. (Completed 8/3/05) FCAT Camp will be provided to give intensive help to students the week before FCAT (Feb. 13-24) Teacher use of individual "white boards" to ensure student comprehension (Lesson Plan checks and administrative walk-through. Math teachers report level of student participation during class has increased) Intensive math classes enrolled in Larson computer program to improve student</p>

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	<p>achievement (Computer lab assistant monitors class use of labs with administration. Computer program tracks student's progress and the teacher monitors the data from the program. The data reflects an increase in student achievement) A practice Math test will be given to the 9th grade during the 10th grade FCAT WRITES+ test. (Feb. 7, 2006)</p>
<p>WRITING {Evidence of progress in Writing}</p>	<p>Clay Writes! Test administered through Clay County School District. English teachers of 9th and 10th grade students will keep data on student's performance on the Clay Writes! Test to document student progress in writing achievement. (Data desegregated with teacher and curriculum administrator. An increase in most student's writing ability has been noted) All 9th and 10th grade English Teachers will use the FCAT rubric when evaluating student writing (Faculty training on FCAT rubric August 2005. Teachers report students writing skills have improved overall.) All 9th and 10th grade English classes will include direct instruction in writing strategies (Lesson Plan checks by administration. Teachers report this is an extremely effective strategy as evidenced by improved Clay Writes scores) All content area teachers will incorporate writing and use the FCAT rubric when evaluating student writing (Faculty training on FCAT rubric August 2005. Administrative Lesson Plan checks and conversations between faculty and administrators reflect teachers see an increase in student writing ability across the curriculum.)</p>

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<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">{Evidence of progress in Science}</p>	<p>FCAT Science Daily's will be used in all science classes to help prepare for the 2006 FCAT test (Lesson Plan checks and administrative walk through shows this occurring) Science teachers will keep data on student performance on FCAT Science Daily's. (Data desegregated with teacher and curriculum administrator. Data reflects student performance increasing in science)</p>
<p style="text-align: center;">REVISIONS OR UPDATES</p>	