

**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: W.E. Cherry Elementary, Clay County  
 Date: January 27, 2006  
 Principal: Angela Whiddon

WEC

| <b>SECTION/GOAL/CRITERION</b>                 | <b>PROGRESS TOWARD MEETING GOAL</b>   |
|---|---|
| <b>QUALIFIED, HIGH QUALITY ADMINISTRATORS</b> | <p>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 school improvement plan.</p> <p>Ms. Thomas, Assistant Principal, has attended numerous inservices that include SRA Instruction, Interaction Management, and Literacy Leadership. Mrs. Whiddon, Principal, has met frequently with the Reading First Regional Coordinator, attended district level informational meetings and met with the Title 1 coordinators.</p> |
| <b>QUALIFIED, HIGH QUALITY TEACHERS</b>       | <p>Teachers have participated in numerous inservice opportunities that include SRA (Science Research Associates) Instruction, Guided Reading, Rigby Reading Rods, Vocabulary, S.M.I.L.E. (Sensory Motor Intensive Learning Environment) Lab training, and New Teacher Orientation.</p> <p>Teresa Hankel is obtaining her Gifted certification</p> <p>Tracey Carroll, Drop Out Prevention teacher, is obtaining her ESOL (English for Speakers of Other Languages) endorsement</p> <p>Sarah McInnish is a new teacher certified K-6 currently teaching Kindergarten.</p>   |

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|                               |   |
|-------------------------------|---|
| SCHOOL MATCH                  |   |
| TEACHER MENTORING             | <p>Amy Vann, Reading Coach, has modeled lessons for teachers in grades K-3.</p> <p>Stacie Lamoureux, Math Coach, has modeled lessons for teachers in grades K-6.</p> <p>Lindsay Henderson, Title 1 Reading, serves as mentoring teacher for kindergarten teacher, Sarah McInnish.</p> <p>Teresa Hankel, Title 1 Reading and Gifted teacher, serves as mentoring teacher for guidance counselor, Dawn Sullivan.</p> <p>All beginning teachers (Kim Jones, 1<sup>st</sup> grade, Rachel Robinson, 3<sup>rd</sup> grade, Lacey Swanson, 4<sup>th</sup> grade, Herta Hoffman, 5<sup>th</sup> grade, and Marissa Langan, 6<sup>th</sup> grade) attended the Clay County Title 1 summer boot camp. All beginning teachers have successfully implemented teaching strategies (Guided Reading, Direct Instruction, Bridges for Literature, Sing/Spell, Math Investigations, and discipline techniques) applicable to their teaching assignment.</p> <p>All above-named beginning teachers with the addition of Sarah McInnish, Lindsay Henderson, Holly Strickland, and Courtney Heavener have been provided mentoring services by our county Title 1 specialist, Lisa Goodwin.</p> |
| SCHOOL WIDE IMPROVEMENT MODEL |   |

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| <b>EXTENDED LEARNING OPPORTUNITIES</b>                      | <p>100% (55 students) of our level 1 and level 2 students participate in twice-a-week before/after school tutoring, (Angela Wegener, Marissa Langan, Bree Feist, Trish Trinrud) and/or daily small group intensive remedial classes (Amy Vann, Courtney Heavener, Lacey Swanson, Tracey Carroll, Marissa McInnish, Bree Feist) and/or Title 1 small group iii (Teresa Hankel, Stacie Lamoreux, Lindsay Henderson)</p>   |
| <b>READING</b><br>{Evidence of progress in Reading}         | <p>Based on our DIBELS (Diagnostic Indicator of Basic Early Learning Skills) tests the following occurred with scores between August and December (LNF: Letter Naming Fluency, ISF: Initial Sound Fluency, PSF: Phoneme Segmentation Fluency, NWF: Nonsense Word Fluency, ORF: Oral Reading Fluency)</p> <p><i>The following percentages reflect the students who are ON or ABOVE grade level.</i></p> <p>Kindergarten: 86% LNF, 71% ISF<br/>         1st grade: 97% PSF, 82% NWF, 81% ORF<br/>         2nd grade: 90% NWF, 76% ORF<br/>         3rd grade: 56% ORF<br/>         4th grade: 60% ORF<br/>         5th grade: 66% ORF<br/>         6th grade: 36% ORF</p>   |
| <b>MATHEMATICS</b><br>{Evidence of progress in Mathematics} | <p>Based on our Math diagnostic tests the following occurred with scores between August and December:</p> <p>3rd grade: 14 % increase (from 46% correct responses to 60%)<br/>         4th grade: 21% increase (from 50% correct responses to 71%)<br/>         5th grade: 15% increase (from 48% correct responses to 63%)<br/>         6th grade: 16% increase (from 48% correct responses to 64%)</p> <p>Based on our Math diagnostic tests the following occurred with scores between August and December with our below 25th percentile subgroup:</p> <p>3rd grade: 11% increase (from 44% correct responses to 55%)<br/>         4th grade: 19% increase (from 41% correct responses to 60%)<br/>         5th grade: 9% increase (from 31% correct responses to 40%)<br/>         6th grade: 13% increase (from 35% correct responses to 48%)</p> |

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| <b>WRITING</b><br><br>{Evidence of progress in Writing} | <p>Based on the Clay Writes! Results in 4th grade the average score went from an average of 2.13 to an average of 3.92.</p> <p>Based on the Clay Writes! results in 4th grade for the below 25th percentile subgroup, the average score went from an average of 2.23 to an average of 3.79.</p>   |
| <b>SCIENCE</b><br><br>{Evidence of progress in Science} | <p>Based on our Science diagnostic tests the following occurred with scores between August and December:<br/>         5th grade: 10% increase</p> <p>Based on our Science diagnostic tests the following occurred with scores between August and December with our below 25th percentile subgroup:<br/>         5th grade: 16% increase</p> |
| <b>REVISIONS OR UPDATES</b>                             |   |