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

School Name & District: **J. L. Wilkinson Elementary School**
Date: **January 20, 2006**
Principal: **Mrs. Denise Adams**

SECTION/GOAL/CRITERION	**PROGRESS TOWARD MEETING GOAL** 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.
QUALIFIED, HIGH QUALITY ADMINSTRATORS	- There have been no changes to our current highly qualified administrators. - Mrs. Denise Adams has completed the 60 hours of ESOL training required for administrators.
QUALIFIED, HIGH QUALITY TEACHERS	We have added some new teachers to our staff since the beginning of the year. They are: - Elba Howington - 6th grade - Sherri Foster - 4th grade - Amanda Diamantis - 1st grade - Renee Marti – Speech All teachers at Wilkinson Elementary School meet the highly qualified criteriaand hold elementary education certificates.
SCHOOL MATCH	

School Name & District: **J. L. Wilkinson Elementary School**
Date: **January 20, 2006**
Principal: **Mrs. Denise Adams**

TEACHER MENTORING	We have two new teachers added that has been assigned a mentor for the remaining school year. They are meeting weekly together planning lessons, discussing procedures, and strategies. <table><tr><td>**New Teachers**</td><td>**Mentors**</td></tr><tr><td>Elba Howington</td><td>Karen Miller</td></tr><tr><td>Renee Marti</td><td>Susan Worthington</td></tr></table> • Pat Dukes, Brenda Weeks, and Karen Cobleigh, curriculum specialists from the county, work closely with our teachers with planning and implementation of learning strategies. They hold meetings every Thursday morning with our teachers. • Trisha Holland is working closely with the fourth grade teachers on lesson plans and strategies of teaching writing. • M.V. Wendell has been working with Laura Hannigan with strengthening classroom management. • A two day Summer Boot Camp was held July 27 and 28 for beginning teachers hired to work in the eight Title 1 eligible schools. Approximately 60 teachers attended the training which provided researched based strategies in the areas of reading, math, and writing. The District Curriculum Specialists have provided follow up and mentoring opportunities for these teachers throughout the year.
SCHOOL WIDE IMPROVEMENT MODEL	

School Name & District: **J. L. Wilkinson Elementary School**
Date: **January 20, 2006**
Principal: **Mrs. Denise Adams**

EXTENDED LEARNING OPPORTUNITIES	• We have placed 53 students in the Supplemental Educational Services tutoring program offered to our free and reduced students by state approved providers. These providers include: Carter Reddy, Child Start, Club Z, K and S Tutoring, and Sylvan Learning Center.
	• Before and After school tutoring was offered to students who made Level 1 or Level 2 on last years Florida Comprehension Assessment Test. Some of their data include:
	    * <u>Mon & Wed PM group</u> – 4th through 6th grade – 11 students total – average percent score is 83% - average time on task is 14 minutes – This is using the New Century Integrated Instructional System.
	    * <u>Tues & Thurs PM group</u> – 5th grade – 2 students – One student has increased fluency by 100 words a minute and working on comprehension which is their target areas. The other student is focusing on writing and is progressing nicely. One student has been present 100% and the other 43 % of the tutoring time so far.

READING {Evidence of progress in Reading}	• FCAT (Florida Comprehension Assessment Test) Explorer is being used in our Technology class for grades 3, 4, and 6 for Reading. Each class has used a total of 6 hours and 25 minutes or 13 weeks at 35 minutes per week per class.

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

School Name & District: **J. L. Wilkinson Elementary School**
Date: **January 20, 2006**
Principal: **Mrs. Denise Adams**

	District	Region	School Name	Program Name	Students Enrolled	Students Active	Items Answered	Avg # Answers Per Active Stud.
	Clay		J.L. WILKINSON ELEMENTARY SCHOOL	5GM	663	142	18266	128.6
	Clay		J.L. WILKINSON ELEMENTARY SCHOOL	8GM	663	5	41	8.2
	Clay		J.L. WILKINSON ELEMENTARY SCHOOL	10GM	663	6	12	2
	Clay		J.L. WILKINSON ELEMENTARY SCHOOL	10GR	663	1	18	18
	Clay		J.L. WILKINSON ELEMENTARY SCHOOL	6GR	663	133	12533	94.2
	Clay		J.L. WILKINSON ELEMENTARY SCHOOL	3GR	663	119	3342	28.1
	Clay		J.L. WILKINSON ELEMENTARY SCHOOL	4GR	663	137	7128	52

School Name & District: **J. L. Wilkinson Elementary School**
Date: **January 20, 2006**
Principal: **Mrs. Denise Adams**

	Clay	J.L. WILKINSON ELEMENTARY SCHOOL	8GR	663	1	11	11

- According to the Florida Center for Reading Research our DIBELS (Dynamic Indicators of Basic Early Literacy Skills), our instructional level gains and decreases are as follows:
    - * Kindergarten – Letter naming fluency +10%, Initial Sound Fluency -2%
    - * First Grade – Phoneme Segmentation Fluency +7%, Nonsense word fluency -8%, Oral reading fluency -8%
    - * Second Grade – Nonsense word fluency +20%, Oral reading fluency -3%
    - * Third Grade – Oral Reading Fluency +5%
    - * Fourth Grade - Oral Reading Fluency +5%
    - * Fifth Grade - Oral Reading Fluency -14%
    - * Sixth Grade - Oral Reading Fluency -15% (Students tested are the Level 1 and 2 on the 2005 FCAT (Florida Comprehensive Assessment Test).

Targeted Subgroups:
- We have targeted certain students for in-school tutoring offered in our computer lab using the Success Maker program these groups include:
- 3rd grade (all Reading students) with 88% of students at an acceptable performance
- Title I teachers have administered the DAR (Diagnostic Assessment of Reading) to the lowest kids based on the DIBELS (Dynamic Indicators of Basic Early Literacy Skills), assessment after the first DIBELS test and they are in the process of assessing the second grouping.

School Name & District: **J. L. Wilkinson Elementary School**
Date: **January 20, 2006**
Principal: **Mrs. Denise Adams**

| MATHEMATICS

{Evidence of progress in Mathematics} | FCAT Explorer is being used in our Technology class for 5th grade Math. Each class has used a total of 6 hours and 25 minutes or 13 weeks at 35 minutes per week per class. All fifth grader students are practicing math at this time. Mr. Ron Large of Larger Than Life, Inc. has been working with the 3rd through 5th grade teachers and classes to boost scores and promote learning. His program includes three diagnostic assessments. We have had two assessments at this time. This is the data of progress so far:
    * Grade 3 – Students scoring level 3 and above on first test: 17
        - Students scoring level 3 and above on second test: 40
    * Grade 4 - Students scoring level 3 and above on first test: 9
        - Students scoring level 3 and above on second test: 16
    * Grade 5 - Students scoring level 3 and above on first test: 3
        - Students scoring level 3 and above on second test: 12
Grades K-2 has used the Orchard program in Technology class for over 3 hours total time.
Grades K-6 has used www.harcourtmath.com for over 2 hours for each grade during their Technology class period.
Targeted subgroups:
We have targeted certain students for in-school tutoring offered in our computer lab using the Success Maker program these groups include:
    * 5th grade (Level 1 and Level 2 Math students) with 77% of the students making acceptable performance.
    * 4th grade (3 lowest math groups) with 86% of the students making acceptable performance. |

School Name & District: **J. L. Wilkinson Elementary School**
Date: **January 20, 2006**
Principal: **Mrs. Denise Adams**

WRITING
 	
{Evidence of progress in Writing}
	• Lesson plans are reflecting implementation of monthly writing prompts.
	• Teachers are maintaining student writing portfolios in the classroom.
	• Fourth Grade Clay Writes Scores
	    * 46.6% of the students scored a Level 3.0 or better on the first assessment.
	    * 52.7% of the students scored a Level 3.5 or better on the second assessment.
	    * 6.1% of the students made a gain

SCIENCE {Evidence of progress in Science}	Science Report Card Grades comparing first and second quarter showing gains: • 1st grade – 21% • 2nd grade – 15% • 3rd grade – 20% • 4th grade – 20% • 5th grade – 15% • 6th grade – 35%
REVISIONS OR UPDATES	