

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

School Name & District:
Date:
Principal:

SECTION/GOAL/CRITERION	PROGRESS TOWARD MEETING GOAL
QUALIFIED, HIGH QUALITY ADMINISTRATORS	No changes have been made in administrative personnel since November report.
QUALIFIED, HIGH QUALITY TEACHERS	<p>New hires since November report: Michael Westmoreland—Degree: Professional Aeronautics (Reading) Out of field Fannethia Hayes—Degree: Sociology (Reading) Out of field</p> <p>Teachers who are continuing into the 2006-2007 school year as reading teachers will be attending the State reading endorsement training.</p> <p>Currently, OPJHS has 14 teachers teaching out of field. Letters of notification have been sent and Personnel are taking steps to come into compliance through additional education or professional development courses.</p> <p>Rebekah Bliss, Reading Coach, has now assumed responsibility as Department Head of Reading. Ms. Bliss is a highly qualified instructor; she holds her M.Ed. in Secondary Education with an emphasis on Literacy. She has also completed the reading endorsement and is certified in English/Language arts 6-12.</p>
SCHOOL MATCH	N/A

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TEACHER MENTORING	<p>There are currently 10 teachers participating the peer/mentor teacher program. At this time all mentor teachers have reviewed their peer teacher's portfolio to comply with any TIPS requirements.</p>
SCHOOL WIDE IMPROVEMENT MODEL	<p>Administration has formed a learning community to address issues with foundations. Delegates are attending foundations training and will implement the new foundations program in the 2006-2007 school year. Professional Development has been offered to all teachers in the following areas: Technology, Differentiated Instruction, Methods of Vocabulary Instruction, Standards-Based Model Classrooms, Research-Based Methods of Instruction.</p>
EXTENDED LEARNING OPPORTUNITIES	<p>After school tutoring is available throughout the second semester in the following content areas: Math, Science, Language Arts and Reading.</p> <p>Saturday School has also been offered; each 5 week session consisted of 5 four hour sessions in each of the following content areas: Language Arts, Science, Social Studies and Math. Two sessions were offered; this allowed students to remediate two different subject areas.</p>

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READING {Evidence of progress in Reading}	The following data reflects the baseline assessment of the ORF (Oral Reading Fluency) for our level 1 and 2 readers.											
	Instructional Level 7 th grade	Oral Reading Fluency Grade Summary	195	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; text-align: center;">46</td> <td style="background-color: yellow; text-align: center;">39</td> <td style="background-color: green; text-align: center;">15</td> </tr> </table>	46	39	15	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; text-align: center;">46</td> <td style="background-color: yellow; text-align: center;">39</td> <td style="background-color: green; text-align: center;">15</td> </tr> </table>	46	39	15	
	46	39	15									
46	39	15										
8 th grade	Grade Summary	232	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; text-align: center;">24</td> <td style="background-color: yellow; text-align: center;">38</td> <td style="background-color: green; text-align: center;">38</td> </tr> </table>	24	38	38	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; text-align: center;">24</td> <td style="background-color: yellow; text-align: center;">38</td> <td style="background-color: green; text-align: center;">38</td> </tr> </table>	24	38	38		
24	38	38										
24	38	38										
The following data reflects the 3 rd Assessment of ORF for our level 1 and 2 readers.												
	7 th Grade + Grade Summary	182	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; text-align: center;">31</td> <td style="background-color: yellow; text-align: center;">34</td> <td style="background-color: green; text-align: center;">35</td> </tr> </table>	31	34	35	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: red; color: white; text-align: center;">31</td> <td style="background-color: yellow; text-align: center;">34</td> <td style="background-color: green; text-align: center;">35</td> </tr> </table>	31	34	35		
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	<p style="text-align: center;">8th Grade</p> <p style="text-align: center;"> <input type="checkbox"/> Grade Summary 230 <table style="display: inline-table; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">21</td> <td style="border: 1px solid black; padding: 2px;">32</td> <td style="border: 1px solid black; padding: 2px;">47</td> </tr> </table> <table style="display: inline-table; border-collapse: collapse; margin-left: 20px;"> <tr> <td style="border: 1px solid black; padding: 2px;">21</td> <td style="border: 1px solid black; padding: 2px;">32</td> <td style="border: 1px solid black; padding: 2px;">47</td> </tr> </table> </p> <p style="text-align: center;">Instructional Level Oral Reading Fluency</p> <p>We have noted significant improvement in our medium and high risk readers; we anticipate the year end ORF to reflect this to a greater degree as the state has previously noted some performance difficulty with the second round of ORF testing.</p> <p>We are continuing to implement direct instruction in reading strategies and await the FCAT results for 2006.</p>	21	32	47	21	32	47
21	32	47					
21	32	47					
MATHEMATICS {Evidence of progress in Mathematics}	<p>There is no baseline or recent comparable data in mathematics. Teacher assessment & remediation shows student progress. We await the results of the 2006 FCAT.</p>						
WRITING {Evidence of progress in Writing}	<p>There is no baseline or recent comparable data in writing. Teacher assessment & remediation shows student progress. We await the results of the 2006 FCAT and Florida Writes assessments.</p>						

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<p style="text-align: center;">SCIENCE</p> <p style="text-align: center;">{Evidence of progress in Science}</p>	<p>There is no baseline or recent comparable data in science. Teacher assessment & remediation shows student progress. We await the results of the 2006 FCAT.</p>
<p style="text-align: center;">REVISIONS OR UPDATES</p>	<p>Cherry Deaton-Phillips resigned her position as a Reading teacher and began teaching STEER Language Arts (Dropout Prevention) Her position as department head was filled by Rebekah Bliss, Reading Coach Cherry Deaton Phillips resigned her position as SAC chair; her position was filled by Rebekah Bliss, Reading Coach A new SAC committee was formed and an updated SIP was posted to DOE website. The January 27th Progress Report was completed by Ms. Bliss and turned in to Debra Gaynes on April 17, 2006. STEER [DOP] will be eliminated in the upcoming 2006-2007 school year. All students will be mainstreamed and leveled.</p>