



BUREAU OF SCHOOL IMPROVEMENT

Date: January 22, 2007

School: Keystone Heights Junior Senior High School

School District: Clay

REQUIREMENTS	PROGRESS TOWARD MEETING REQUIREMENTS Report progress toward meeting accountability requirements in the appropriate cells below
HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS	<input type="checkbox"/> No Changes in Administration have taken place since the last report.
HIGHLY QUALIFIED TEACHERS	<input type="checkbox"/> Since the initial SIP was filed the following instructional changes have occurred: Pam Wells has filled a vacant 8th grade Language Arts position. She has a temporary certificate in English, 5-9. She has a degree in advertising from the University of Florida. Jody Durban has resigned from her position teaching English I. Dusty Newberg has replaced Jody Durban. She holds a temporary certificate in English, 6-12, and Social Science, 6-12. She is teaching English I. She has two years previous experience. Belinda King has resigned from her position teaching English II and English IV. Es Swihart has replaced Belinda King. She holds a temporary certificate in English, 6-12. She is teaching English II, English II Honors, and English IV. She has no previous experience.

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	<p>Alex Green has added ESOL certification.</p> <p>Isaac Morford has received his professional certificate.</p> <p>Donna Parrish has added the reading endorsement to her certificate.</p> <p>Sarah Crawford is certified for teaching English II, III, and IV through the HOUSSE plan.</p> <p>Belinda Smith has obtained her temporary certificate.</p> <p><input type="checkbox"/> There are no instructional vacancies at this time.</p>
<p>TEACHER MENTORING ACTIVITIES</p>	<p>A two day workshop on Classroom Management and Discipline was held at KHHS for new teachers and teachers identified as low-performing. They were given release time from school and substitute teachers were provided. All participants were provided a classroom management and discipline handbook.</p> <p>A new program in Clay County involving retired teachers as mentors has begun. All new teachers and their peer teachers have met with Keystone's assigned mentor. She is now meeting individually with beginning teachers to mentor them. She comes to KHHS monthly and has been approximately four times.</p>
<p>EXTENDED LEARNING OPPORTUNITIES</p>	<p>Tutoring for FCAT preparation in math and reading began the week of 1/16/07. Mondays and Tuesdays are designated for math tutoring. Wednesdays and Thursdays are designated for reading tutoring. Snacks and transportation are also being provided.</p> <p>With the beginning of the second semester the Plato Lab and National Honor Society tutoring are again available to students after school.</p>

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READING

Curriculum Area/Benchmark: Main Idea, Supporting Details, Sequencing, Compare & Contrast, Cause & Effect, Making Inferences, Drawing Conclusions, Author's Purpose & Plot, Summarizing, Vocabulary, Library/Reference Skills

Name of Assessment Used: ACHIEVE

Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 7th								
% meeting high standards Level 3+	53	51	-2					
Level 2	23	19	-4					
Level 1	24	30	+6					
Grade 8th								
% meeting high standards Level 3+	52	51	-1					
Level 2	18	14	-4					
Level 1	30	35	+5					
Grade 9th								
% meeting high standards Level 3+	52	41	-11					
Level 2	15	12	-3					
Level 1	33	47	+14					

Grade 10th			
% meeting high standards Level 3+	50	38	-12
Level 2	14	16	+2
Level 1	36	46	+10

Enter narrative here.

It should be noted that the numbers tested varied from the first test to the second test due to new admissions, withdrawals and absentees.

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The data for the eighth grade only represents approximately 65% of the students in that grade. Testing data for one teacher for this grade level for the second test was not available in the second report. So, their data from the first test was omitted.

Students in grades 7-10 did not post gains in reading as measured by the two administrations of the ACHIEVE test in overall scores. Gains were made in the areas of sequencing, compare and contrast, making inferences, summarizing, and library/reference skills.

The curriculum areas of main idea, supporting details, cause and effect, drawing conclusions, author's purpose and plot, and vocabulary did not show gains.

The ACHIEVE testing provides an individual student report that indicates the percent of questions right and wrong. The percent right was equated to a letter grade (90+=A, etc.) that matches the county adopted grading scale. A grade of "A" is equal to a level 5, a grade of "B" is equal to a level 4, and so forth.

Successful strategies:

Use pre-reading strategies to identify text characteristics.

Use graphic organizers to focus on the various elements of literary texts.

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MATH

Curriculum Area/Benchmark: 7th/8th Grade Math; Consumer Math; Pre-Algebra, Algebra I & II; Geometry; Liberal Arts Math

Name of Assessment Used: Teacher Made Tests

Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 7th								
% meeting high standards Level 3+	3	49	+46					
Level 2	15	18	+3					
Level 1	72	33	-39					
Grade 8th								
% meeting high standards Level 3+	0	6	+6					
Level 2	0	21	+21					
Level 1	100	73	-27					
Grade 9th								
% meeting high standards Level 3+	2	12	+10					
Level 2	2	15	+13					
Level 1	96	73	-23					
Grade 10th								
% meeting high Standards level 3+	0	5	+5					
Level 2	13	33	+20					
Level 1	87	62	+25					

Enter narrative here:

Each teacher designed a test covering material for their math curriculum by grade level or course offering. They have now administered this test twice, once as a pre-test and once just prior to mid-term. This will be administered a third time at the

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end of the school year.

It should be noted that the numbers tested varied from the first test to the second test due to new admissions, withdrawals and absentees.

Excellent gains were made by all grade levels. The number of students in levels 2-5 increased and the number of level one students decreased.

Successful strategy:

Use vocabulary strategies to strengthen math concepts..

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WRITING

Type of Essay: Expository								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 7th								
% meeting high standards: Score 3.5+	44	51	+7					
Score: 2-3	40	40	0					
Score: NS- 1.5	16	9	-7					
Grade 8th								
% meeting high standards: Score 3.5+	53	75	+22					
Score: 2-3	44	24	-20					
Score: NS- 1.5	3	1	-2					
Grade 9th*								
% meeting high standards: Score 3.5+	67	55	-12					
Score: 2-3	29	44	+15					
Score: NS- 1.5	4	1	-3					

Grade	10th		
% meeting high standards: Score 3.5+	53	61	+8
Score:2-3	44	34	-10
Score: NS-1.5	2	5	+3

Enter narrative here.

Baseline: Clay Writes, August 29, 2006

1st Progress Report: Clay Writes, November 14, 2006

Students wrote essays based upon expository prompts provided by the county office. These essays were graded using the

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rubric provided by the state modeled after the FCAT Writing rubric. Students are given opportunities to write at least weekly in their language arts and English classes.

*Ninth grade data does not reflect all ninth grade students due to a teacher resigning and her data being lost.

It should be noted that the numbers tested varied from the first test to the second test due to new admissions, withdrawals and absentees.

Seventh and eighth grade students showed gains in writing. Tenth grade showed an increase in the number of high performing writers, but also the number of the lowest performing students decreased.

Ninth grade high performing students decreased, but the number of poor performing students also decreased. This resulted in an increase in the 2-3 level scores.

Successful strategy:

Student use of graphic organizers

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SCIENCE

Curriculum Area/Benchmark: Matter, Energy, Force & Motion, Earth & Space Science, Life & Environment, Process Skills								
Name of Assessment Used: ACHIEVE								
Grade Assessed	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade 7th								
% meeting high standards Level 3+	3	1	-2					
Level 2	13	6	-7					
Level 1	84	93	+9					
Grade 8th								
% meeting high standards Level 3+	28	35	+7					
Level 2	31	27	-4					
Level 1	41	38	-3					
Grade 9th								
% meeting high standards Level 3+	1	4	+3					
Level 2	3	14	+11					
Level 1	96	82	-14					
Grade 10th								
% meeting high Standards Level 3+	1	9	+8					
Level 2	7	19	+12					
Level 1	92	72	-20					
Grade 11th								
% meeting high Standards Level 3+	1	12	+11					
Level 2	8	32	+24					
Level 1	91	56	-35					

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Enter narrative here.

Successful strategy:

While our science teachers are employing many strategies from the SIP as well as other sources the following two strategies appear to have the most success:

*Create graphs and tables to illustrate an event.

*Use one sentence summaries to restate major concepts.

It should be noted that the numbers tested varied from the first test to the second test due to new admissions, withdrawals and absentees.

The results of our second round of testing with ACHIEVE indicates that our students have improved their skills in the tested areas except for seventh grade.

Students in the 8th, 9th, 10th, and 11th grades posted gains in science. Seventh grade students, as a class, did not show improvement.

Overall ACHIEVE results shows gains in the curriculum areas of matter, energy, earth & space science, life & environment and process skills. Gains were not posted in force & motion.

The ACHIEVE testing provides an individual student report that indicates the percent of questions right and wrong. The percent correct was equated to a letter grade (90+=A, etc.) that matches the county adopted grading scale. A grade of "A" is equal to a level 5, a grade of "B" is equal to a level 4, and so forth.

School wide Improvement Updates	The Foundations Council is now publishing a newsletter with information about our school-wide discipline program. Guidelines for Success have been formulated with the theme of "TRIBE". Posters have been provided for all classroom teachers to post.			
	Staff and students were recently surveyed about "What Are We Doing Right?".			
	The results are as follows:			
	Students Feel Safe (Agree)	Students Feel Safe (Disagree)	Taught school rules (Agree)	Taught school rules (Disagree)
	Staff	96	4	90
	Students	89	11	85
	Areas of Concern			
	Students Show Respect (Agree)	Students Show Respect (D/A)	Bullying is a Problem (Agree)	Bullying is a Problem (D/A)
	Staff	60	40	58
	Students	61	39	48
Urgency conferences are being held each nine weeks with all math, science, English, and intensive reading teachers. During these conferences test data is examined and lesson plans and strategies are discussed.				

*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.

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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.

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