BUREAU OF SCHOOL IMPROVEMENT

Date: January 25, 2007
School: Lakeside Junior 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	☒ No Changes in Administration have taken place since the last report.
HIGHLY QUALIFIED TEACHERS	☐ No changes in instructional staff have taken place since the last report. ☒ There are no instructional vacancies at this time. ☒ All teachers are certified and teaching in-field. New teachers: Dana Bauries, Earth Science in-field. Julie Elliott, Autistic in-field.
TEACHER MENTORING ACTIVITIES	Lakeside Junior High assigns new teachers a peer teacher and/or NBCT mentor teachers as appropriate to assist them in developing effective teaching skills. Experienced teachers new to LJHS are also assigned a mentor teacher within their department to assist them as needed. The school also relies on district curriculum specialists and SPRINT teachers to assist peer and mentor teachers and to provide training to new teachers and teachers in need of assistance. New teachers also attend a new teacher Boot Camp prior to the opening week of school. Experienced teachers also provide mentoring to other teachers when needed. A full time reading coach is on staff to assist in the training and professional development of reading and content area teachers.
EXTENDED LEARNING OPPORTUNITIES	Lakeside Junior High provides several opportunities for students learning outside of the classroom. Students may utilize the school's computer lab after school with the assistance of teachers for remediation in math and reading skills using PLATO Pathways Learning Software or FCAT Explorer. Saturday school is also offered to students to improve reading and math skills. Students may also participate in various clubs and organizations focusing on student achievement such as the Math Team, Academic Team, Odyssey of the Mind, FEA, FBLA and FCCLA.

Mid Year Report is due January 25th

	Curriculum Area/Benchmark: Reading Comprehension in Content Area – Social Studies								
	Name of Assessment Used: Social Studies department generated assessment								
READING	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade - 7								
	% meeting high standards Level 3+	89.0	89.0	0	86.0	-3.0			
	Level 2	9.0	9.0	0	11.0	+2.0			
	Level 1	2.0	2.0	0	3.0	+1.0			
	Grade - 8								
	% meeting high standards Level 3+	40.3	40.3	0	54.3	+14.0			
	Level 2	20.3	20.3	0	22.4	+2.1			
	Level 1	39.4	39.4	0	23.3	-16.1			
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

Enter narrative here.

Students' reading comprehension skills are assessed in the 7th grade using a non-fiction reading passage of 750-1000 words. The assessment consists of 8 objective questions. Assessments were scored with 6-8 correct representing a level 3, 4-5 correct representing a level 2 and 0-4 correct representing a level 1. Students' reading comprehension skills are assessed in the 8th grade using a non-fiction reading passage of 1000-1250 words. The assessment consists of 5 objective questions, two 2-point rubric questions, and one 4-point rubric question. Assessments were scored with 4-5 correct objective questions, both 2-point rubric questions a 2 and at least a 3 on the 4-point rubric representing a level 3; with 3 correct objective questions, both 2-point rubrics at least a 1 and at least a 2 on the 4-point rubric; with all lower scores a level 1.

Mid Year Report is due January 25th

READING	Curriculum Area/Benchmark: Oral Reading Fluency								
	Name of Assessment Used: First PMRN reading passage								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade - 7								
	% meeting high standards Level 3+	31.0	31.0	0	47.0	+16.0			
	Level 2	48.0	48.0	0	36.0	-12.0			
	Level 1	21.0	21.0	0	17.0	-4.0			
	Grade - 8								
	% meeting high standards Level 3+	50.0	50.0	0	59.0	+9.0			
	Level 2	24.4	24.4	0	22.0	-2.4			
	Level 1	25.6	25.6	0	19.0	-5.6			
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

Enter narrative here.

Students are assessed using passages provided for PMRN.   In addition to different passages required for ORF on the Progress Monitoring Reporting Network data, the above date represents a comparison of the same passage given for all three progress reports.   Levels are determined by using the correct words per minute criteria used to determine risk level on PMRN. Low risk represents a level 3, moderate risk represents a level 2 and high risk represents a level 1.

Mid Year Report is due January 25th

	Curriculum Area/Benchmark: Representative samples from each FCAT math content area.
	Name of Assessment Used: Math department generated assessment

Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
Grade - 7								
% meeting high standards Level 3+	36.0	36.0	0	60.0	+24.0			
Level 2	32.0	32.0	0	25.0	-7.0			
Level 1	33.0	33.0	0	15.0	-18.0			
Grade - 8								
% meeting high standards Level 3+	48.0	48.0	0	67.0	+19.0			
Level 2	27.0	27.0	0	20.	-7.0			
Level 1	25.0	25.0	0	13.0	-12.0			
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Students are assessed using a 12 question gridded response test in the 7th grade and a 12 question gridded response and 2/4 rubric test in the 8th grade. Test problems were chosen to represent content areas of number sense, operations, patterns, relationships and Algebra, data analysis, statistics and probability, geometry and measurement. Assessments were scored with 5 or more correct representing level 3 or above, 3 or 4 correct representing a level 2 and 0 to 2 correct representing a level 1. Trends include:
A decrease in level 1 students as they move to level 2 as well as some decrease in level 2 as those students move to level 3. ESE and Economically Disadvantaged sub-groups are getting closer to meeting our goal but are not quite there yet. All other subgroups have met the goal. The % of 7th grade students scoring a level 3 has almost doubled.

MATHEMATICS

Mid Year Report is due January 25th

WRITING	Type of Essay: Clay Writes – 1st Expository, 2nd Persuasive								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade - 7								
	% meeting high standards: Score 3.5+	60.0	60.0	0	65.0	+5.0			
	Score: 2-3	36.0	36.0	0	33.0	-3.0			
	Score: NS- 1.5	4.0	4.0	0	3.0	-1.0			
	Grade - 8								
	% meeting high standards: Score 3.5+	52.0	52.0	0	71.0	+19.0			
	Score: 2-3	47.0	47.0	0	27.0	-20.0			
	Score: NS- 1.5	2.0	2.0	0	3.0	+1.0			
	Grade								
	% meeting high standards: Score 3.5+								
	Score: 2-3								
	Score: NS- 1.5								

Enter narrative here.

Students are assessed to determine their ability to write a well developed essay with an introduction, body, and conclusion. The assessment is given in the same format as FCAT Writes and is scored using the same 6 point rubric.

Mid Year Report is due January 25th

SCIENCE	Curriculum Area/Benchmark: Scientific Method, Data Analysis, and Experiment Variables								
	Name of Assessment Used: SIP – Science department generated test								
	Grade Assessed	Baseline Data	1st Progress Report (October)	% Change	2nd Progress Report (January)	% Change	3rd Progress Report (April)	% Change	Total % Change
	Grade – 7								
	% meeting high standards Level 3+	7.0	7.0	0	6.5	-0.5			
	Level 2	23.1	23.1	0	29.3	+6.2			
	Level 1	69.9	69.9	0	64.2	-5.7			
	Grade – 8								
	% meeting high standards Level 3+	5.4	5.4	0	15.0	+9.6			
	Level 2	16.8	16.8	0	21.0	+4.2			
	Level 1	77.7	77.7	0	64.0	-13.7			
	Grade								
	% meeting high standards Level 3+								
	Level 2								
	Level 1								

Enter narrative here.

Two different assessments were used for the 7th and 8th grade; both consisted of 15 multiple choice questions that assessed the scientific method, determining the dependent and independent variables within a controlled experiment, and the ability to use and analyze scientific data in the form of tables and graphs. A score of 85% or higher was considered a level 3 or above, 70% to 84% a level 2 and 69% or lower was a level 1.

Improvement was made in Grade 8 with a sharp increase from October to December in the number of Level 3 students thus a sharp decrease in the number of Level 1 students. It should also be noted that Grade 7 had a decrease in Level 1 students which resulted in an increase in Level 2, but not in Level 3.

Mid Year Report is due January 25th

	No changes since the last report.
School wide Improvement Updates	

*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.
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.

Mid Year Report is due January 25th