



BUREAU OF SCHOOL IMPROVEMENT

Date:

School:

School District:

REQUIREMENTS	<p align="center">PROGRESS TOWARD MEETING REQUIREMENTS</p> <p align="center">Report progress toward meeting accountability requirements in the appropriate cells below</p>
<p align="center">HIGHLY QUALIFIED CERTIFIED ADMINISTRATORS</p>	<p><input type="checkbox"/> No Changes in Administration have taken place since the last report.</p>
<p align="center">HIGHLY QUALIFIED TEACHERS</p>	<p><input type="checkbox"/> No changes in instructional staff have taken place since the last report.</p> <p><input type="checkbox"/> There are no instructional vacancies at this time.</p> <p><input type="checkbox"/> All teachers are certified and teaching in-field.</p>
<p align="center">TEACHER MENTORING ACTIVITIES</p>	<p>-New teachers to MHS are paired with an experienced teacher from their department. The mentoring teacher is responsible for acclimating and assisting the new teacher with any professional needs. Department heads and Nationally Certified teachers are also used to connect new teachers with valuable professional resources.</p>
<p align="center">EXTENDED LEARNING OPPORTUNITIES</p>	<p>-MHS employs a reading coach who provides in-service and training to the faculty on best practices for implementing reading across the curriculum. The reading coach has been invaluable in providing teachers with adaptable classroom resources to encourage reading on all ability levels.</p>

Mid Year Report is due January 25th

READING

Curriculum Area/Benchmark:								
Name of Assessment Used:								
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								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

The "Read 180" program is used to remediate lower quartile students who are in the 9th grade. During the first half of the 2006-2007 school year 73% of lower quartile students in the program have made learning gains.

Mid Year Report is due January 25th

MATHEMATICS

Curriculum Area/Benchmark:								
Name of Assessment Used:								
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								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

The math department has identified students in need of remediation through standardized test scores. These students have been placed in to an intensive math class where they focus on identified weaknesses. These students have made average learning gains of 18%.

Mid Year Report is due January 25th

WRITING

Type of Essay: Clay Writes								
Grade Assessed 9 th & 10 th	Baseline Data	1 st Progress Report (October)	% Change	2 nd Progress Report (January)	% Change	3 rd Progress Report (April)	% Change	Total % Change
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								
Grade								
% meeting high standards: Score 3.5+								
Score: 2-3								
Score: NS- 1.5								

Enter narrative here.

The tool used in order to measure student achievement during the first semester was the Clay Writes assessment. During the first quarter all 9th and 10th grade English teachers assigned an expository essay which yielded an average of 2.9. During the 2nd quarter a persuasive essay was assigned which yielded an average score of 3.13. The English department believed the characteristics of the essays, and the criterion to assess the essays was too dissimilar to be compared; therefore, no percent change is provided. MHS provides after school “FCAT” tutoring to students who have not yet passed the FCAT Writing portion or who need more direct instruction to become proficient.

Mid Year Report is due January 25th

SCIENCE

Curriculum Area/Benchmark:								
Name of Assessment Used:								
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								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								
Grade								
% meeting high standards Level 3+								
Level 2								
Level 1								

Enter narrative here.

Mid Year Report is due January 25th

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