| Mid Year Review Summary ReportReading Goal: Increase proficiency on the reading portion of the AHSGE from 89% to 95% |
| --- |
| Reading Strategy 1: Use longitudinal data to address weakest areas in reading |
| Action Step  | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S1 – AS1*.* 11th grade students who have not passed the Reading portion of the Grad Exam will be enrolled in remediation classes during the short block. | 8/8 100% | 4/4 100% | Teacher 20/24 83% |  |  |
| StudentN/A | Next Steps |
| S1 – AS2. Provide Tier 3 intervention utilizing Read 180 which will target 9th grade students and ELL students who are reading below grade level. Eligiblestudents will be identified through Star Enterprise and SRI assessment during the first month of school. | 1/1 100% | 1/1 100% | Teacher24/24 100% |  |  |
| Student116/214 54% | Next Steps |
| S1– AS3. Direct Instruction remedial language and reading program to serve identified students in the special education and ELL subgroups | 1/1 100% | N/A | Teacher24/24 100% |  |  |
| StudentN/A | Next Steps |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| S1– AS4. The Freshman Academy intervention program operates collaboratively between the intervention teacher and regular classroom teachers. Students whofail summative classroom assessments are retaught in a small group or one to one setting. | 10/14 71% | 3/3 100% | Teacher15/24 62% | Not all teachers had evidence of students being sent to intervention |
| Student34/186 18% | Next Steps |

| Mid Year Review Summary ReportReading Goal: Increase proficiency on the reading portion of the AHSGE from 89% to 95% |
| --- |
| Reading Strategy 2: Implementation of Sustained Silent Reading during the school day in selected 3rd Block classes |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S2 – AS1*.* Use of SSR during 3rd Block on Tuesday, Wednesday,Thursday (15min) during remediation and enrichment classes only. This excludes yearlong math, Biology and Spanish courses. It also excludes Health classes, ACCESS classes, BTA classes and IB and AP  | 63/63 100% | N/A | Teacher20/24 83% |  |  |
| StudentN/A | Next Steps |
| S2 – AS2. Purchase additional student reading materials to be kept in classrooms. | 63/63 100% | 12/12 100% | TeacherN/A |  |  |
| Student130/186 69% | Next Steps |
| S2– AS3.  |  |  | Teacher |  |  |
| Student | Next Steps |

Mid Year Review Summary Report

**Math Goal**: Increase proficiency on the math portion of the AHSGE from 86% to 91%

| Math Strategy 1: Integration of technology such as SMARTBoards, Response clickers, GIZMOS software to increase student participation and understanding in mathclassrooms. |
| --- |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S1 – AS1*.* Teachers will increase daily student participation by incorporating a variety of technology in the classroom | 0/20 0% | 9/15 60% | Teacher20/24 83% | Evidence from walkthroughs needs to be kept in evidence box |  |
| Student191/214 89% | Next Steps |
| S1 – AS2. Increase daily student participation by incorporating the use of Gizmos in the classroom | 12/20 60% | 0/18 0% | Teacher20/24 83% |  |  |
| Student36/214 16% | Next Steps |
| S1– AS3. Students will engage in the use of a variety of technology in the mathematics classroom | 20/20 100% | 16/19 84% | Teacher20/24 83% |  |  |
| StudentN/A | Next Steps |

Mid Year Review Summary Report

**Math Goal**: Increase proficiency on the math portion of the AHSGE from 86% to 91%

| Math Strategy 2: Use longitudinal data to identify students for Math Remediation classes. Also, struggling students in core classes will be referred to the math intervention teacher for additional instruction. |
| --- |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S2 – AS1*.* Math Intervention teacher will be employed to assist with remediating struggling students. Intervention teacher will coordinate a plan of action with the regular classroom teacher for the students at risk. | 10/16 63% | 3/3 100% | Teacher20/24 83% | This does not include freshman academy |  |
| StudentN/A | Next Steps |
| S2 – AS2. Ensure all students, including SPED, are in appropriate math classes according to course pre-requisites, grad exam results and diploma track | 100% | 1/1 100% | Teacher22/24 91% |  |  |
| StudentN/A | Next Steps |
| S2– AS3.  |  |  | Teacher |  |  |
| Student | Next Steps |

Mid Year Review Summary Report

**EL Goal**: Increase the number of EL students who exit the EL Program (AMAOB) by improving student proficiency in the domains of reading and writing.

| EL Strategy 1: Classroom teachers will make accommodations to support EL understanding of content. |
| --- |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S1 – AS1*.* Selected teachers with highest ELL classroom populations will attend the District Classroom EL Training for Content Teachers. | 4/4 100% | N/A | Teacher24/24 100% | Teachers have attended required trainings |  |
| StudentN/A | Next StepsContinue to send teachers to training as outlined. Consider “train the trainer” model to share information. |
| S1 – AS2. ESL teacher will provide all classroom teachers with ELs an EL Profile and EL Guide for Accommodations within three weeks of the first day of the semester. | 54/54 100% | N/A | Teacher24/24 100% | All profiles present |  |
| StudentN/A | Next Steps |
| S1– AS3.  |  |  | Teacher |  |  |
| Student | Next Steps |

Mid Year Review Summary Report

**EL Goal**: Increase the number of EL students who exit the EL Program (AMAOB) by improving student proficiency in the domains of reading and writing.

| EL Strategy 2: Classroom teachers will apply scaffolding techniques to support EL understanding in the domains of reading and writing. |
| --- |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S2 – AS1*.* All EL students at a proficiency level between 3.0 and 4.7, who did not make AMAOA, will be enrolled in Read 180 and/or AHSGE Reading Remediation. | 10/10 100% | N/A | Teacher24/24 100% | Students have been scheduled as required |  |
| StudentN/A | Next StepsContinue to monitor students for progress |
| S2 – AS2. ESL teacher and selected teachers will collaborate to implement Co-teaching Strategies in a language arts classroom to provide reading and writingsupport for EL students. | 2/2 100% | N/A | Teacher24/24 100% | Evidence of co-teaching present |  |
| StudentN/A  | Next StepsContinue to document. Consider scheduling more EL’s in co-teaching classrooms. |
| S2– AS3.  |  |  | Teacher |  |  |
| Student | Next Steps |

Mid Year Review Summary Report

**Culture Goal**: Attendance rate will increase from 90.91% (2010-2011) to 95% 2011-2012.

| Culture Strategy 1: Use Attendance Committee to analyze student attendance data and address identified needs to increase student attendance and decrease student tardies. |
| --- |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S1 – AS1*.* After 2 unexcused absences, teachers will fill out an attendance letter and give to the Attendance clerk to be mailed home to the parents. After 3unexcused absences, the teacher will fill out a letter notifying the parent of a mandatory meeting with school attendance officials. If the parent fails toattend the meeting, the student will be placed on the Do Not Admit list until the parent comes in for a conference with an administrator. After 4unexcused absences, teachers will fill out an attendance letter notifying loss of course credit if there are any more unexcused absences in the class and give to the Attendance clerk to be mailed home to the parents. | 6/1404% | N/A | Teacher24/24 100% | Attendance para stated only 6 teachers were sending in letters on a regular basis. |  |
| StudentN/A | Next StepsAll teachers need to identify teachers with 3 or more unexcused absences. |
| S1 – AS2. Students who have perfect attendance during the quarter will be recognized on a weekly basis with a rotation of out of uniform incentives. The Attendance Committee will also hold drawings for gift card incentives at the end of each semester. | 100% | N/A | Teacher24/24 100% |  |  |
| Student168/214 78% | Next Steps |
| S1– AS3.  |  |  | Teacher |  |  |
| Student | Next Steps |

Mid Year Review Summary Report

**Culture Goal**: The student suspension rate will decrease from 30.30% in 2010-2011 to 25% in 2011-2012.

| Culture Strategy 2: The Discipline Committee will create alternative disciplinary actions as well as positive behavior incentives. |
| --- |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S2 – AS1*.* The discipline committee comprised of teachers, counselors, students and administrators will establish a set of schoolwide rules and consequences. These will be posted throughout the school. | 100% | 37/41 83% | Teacher19/24 79% |  |  |
| Student188/214 87% | Next Steps |
| S2 – AS2. Assignment to retract will be utilized as an alternative to out of school suspension when possible. | 100% | N/A | Teacher19/24 79% |  |  |
| StudentN/A | Next Steps |
| S2– AS3. Monday of each week, one student from each grade level who has no discipline issues will be selected as Murphy’s Panther Pride Student of the week.Students will be called to the office to receive a certificate and have their picture made to be submitted to the newspaper. | 100% | N/A | Teacher19/24 79% | Low student numbers were reflected on the survey |  |
| Student103/214 48% | Next Steps |

Mid Year Review Summary Report

**Culture Goal**: Increase the % of students who respond positively to the PRIDE Survey in the areas of teacher trust, caring, and respect.

| Culture Strategy 3: The faculty will work to improve school culture by participating in PLCs and traveling in small teams to observe other high schools with a positive school culture. Additionally, the Freshman Academy teachers will implement a career exploration and long term goal setting curriculum that also builds strong advisory relationships between students and teachers. |
| --- |
| Action Step | EB Fraction/Percent | WT Fraction | Teacher and Student Interview Results | Comments | Priority |
| S3 – AS1*.* Establish PLCs (Professional Learning Communities) based on the topic of adolescent learners | 140/140 100% | N/A | Teacher19/24 79% |  |  |
| StudentN/A | Next Steps |
| S3 – AS2. Freshman Academy teachers will implement the Career Choices curriculum for the entire academic year during the 3rd block. | 9/14 64% | 4/4 100% | Teacher15/24 62% |  |  |
| Student60/104 57% | Next Steps |
| S3– AS3.  |  |  | Teacher |  |  |
| Student | Next Steps |

Mid Year Review Summary Report

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| --- | --- |
| School: Murphy | Date: 02/13/12 |
| Culture PageCulture | Strengths: Media Specialists have a plan to restore the quality of the library and have already begun the process. Culture in Freshman Academy is very engaging for students and provides positive instructional environment. Freshman Academy builds positive teacher/student relationships. It is evident that career focus is part of Freshman Academy. Student work is displayed throughout the school both inside and outside of the classrooms. There is improvement in positive classroom management and student engagement. Campus and classrooms are clean.Areas of Concern: Rules need to be followed for eating in classrooms and enforcement of uniform/cell phone policies. Suggestions for Next Steps: Enforcement of the rules. Possibly reviewing the rules with teachers at a faculty meeting. |
| Professional Development PagePro | Strengths: Many teachers using cycle of instruction – other classrooms not to fidelity.Areas of Concern: SMART Boards need to be used in a variety of ways, not just as an overhead projector. Suggestions for Next Steps: Provide training on how to use the SMART Board for both students and teachers. Provide training on cycle of instruction including checking for understanding and progress monitoring.  |
| General/Other:General |  |