

# **Florida Department of Education**

## **Differentiated Accountability**



# Mid-Year Narrative Report Form DA-2

2012-2013

**2012-2013**

**Mid-Year Narrative Report**

All schools should submit a Baseline Data Report, Mid-year Data Report, and a Mid-year Narrative Report for: reading in grades K-2; reading and mathematics in grades 3-8; Algebra I; Geometry; writing; science, and Biology EOC for those grade levels tested.

For Focus and Priority schools, these data are required for all students in grade 3 and Level 1-3 students in reading and mathematics for grades 4-10; however, the reporting of data for students at Levels 4 and 5 is strongly encouraged.

“A”, “B”, and “C” schools are only required to submit a Baseline and Mid-year Data Report and a Mid-year Narrative Report for subgroups who did not meet their Annual Measurable Objective (AMO) during the prior school year.

**READING**

**Kindergarten – Grade 2**

Please respond to the following questions based on the Florida Assessments for Instruction in Reading (FAIR).

**Reading Data Analysis**

1. Describe the gains and/or decreases in the percentage of students achieving Low Probability of Reading Success (PRS), Moderate PRS, or High PRS.

2. Describe the specific strategies or school improvement activities that have contributed to increases in the percentage of students achieving a High PRS. Please be specific for each grade level and/or category (subgroup).

3. Describe the changes to instruction, strategies, and/or school improvement activities that will be made to ensure students achieving Moderate PRS receive additional instruction at varying levels of intensity, and students achieving Low PRS receive intensive intervention to accelerate reading growth.

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4. For students receiving a PRS of less than 85%, please describe the progress that is being made with Broad Diagnostic Inventory (BDI) Tasks and Targeted Diagnostic Inventory (TDI) Tasks.

5. Describe the enrichment activities provided to students receiving a PRS of more than 85%. Please be specific for each grade level and/or subgroup.

## **READING**

### **Grade 3 – Grade 10**

**Reading: Please respond to either the School/District Assessment (S/DA) question or the Florida Assessments for Instruction in Reading (FAIR) question.**

#### **Reading Data Analysis**

(S/DA) 1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the grade levels or subgroups in which improvements or declines have occurred.

**or**

(FAIR) 1. Describe the gains and/or decreases in percentage points of students in Reading Comprehension (RC) between Assessment Period 1 (AP1) and Assessment Period 2 (AP2).

According to the Reading FCAT 2.0 the ED subgroup did not make satisfactory progress toward their AMOs.

For the ED subgroup in the sixth grade, there was an increase of 23 student achievement percentage points when comparing the District Winter Interim Assessment to the Baseline Assessment.

For the ED subgroup in the seventh grade, there was no improvement in student achievement percentage points. Area of concern is Literary Analysis and Vocabulary

For the ED subgroup in the eighth grade, there was an increase of 19 student achievement percentage points for ED subgroup when comparing the District Winter Interim Assessment to the baseline Assessment.

Sixth Grade- Overall 24% proficient (increase)

Gains in all areas in student achievement percentage points between the Baseline and Winter Interim Assessment

- Vocabulary: 27 percentage points
- Reading Application: 19 percentage points
- Literary Analysis: 10 percentage points
- Informational Text/Research Process: 8 percentage points

Seventh Grade: Overall 0 percentage proficient (increase)

Gains in 2 areas and decreases in 2 areas in student achievement percentage points between the Baseline and Winter assessments

- Reading Application : 7 percentage points
- Informational Text/Research Process: 6 percentage points

Decreases:

- Vocabulary: 8 percentage points
- Literary Analysis: 26 percentage points

Eighth Grade- Overall 19% proficient (increase)

Gains in student achievement percentage points in all areas between the Baseline and Winter assessments

- Vocabulary: 6 percentage points
- Reading Application: 18 percentage points

- Literary Analysis: 27 percentage points
- Informational Text/Research Process: 7 percentage points

Subgroups:

According to the Reading 2012 FCAT 2.0 the subgroups across all grades did not make satisfactory progress towards their AMOs.

Sixth Grade: Comparing the District Winter interim Assessment to the Baseline the following gains were made:

- White: An increase of 52 student achievement percentage points
- Black: An increase of 24 student achievement percentage points
- Hispanic: An increase of 21 student achievement percentage points
- Asian: An increase of 23 student achievement percentage points
- ED: An increase of 23 student achievement percentage points
- ELL: An increase of 11 student achievement percentage points
- SWD: An increase of 9 student achievement percentage points

Area of concern- Informational Text/Research Process

Seventh Grade: Comparing the District Winter interim Assessment to the Baseline the following gains and decreases were made:



- White: An increase of 9 student achievement percentage points
- Black: Students remained the same
- Hispanic: a decrease of 1 student achievement percentage point
- Asian: Students remained the same
- ED: Remained the same
- ELL: An increase of 6 student achievement percentage points
- SWD: Students remained the same

Areas of concerns- Literary Analysis and Vocabulary categories

Eighth Grade

- White: An increase of 16 student achievement percentage points
- Black: An increase of 18 student achievement percentage points
- Hispanic: An increase of 20 student achievement percentage points
- Asian: An increase of 25 student achievement percentage points
- ED: An increase of 19 student achievement percentage points
- ELL: An increase of 1 student achievement percentage point
- SWD: A decrease of 1 student achievement percentage point

Areas of concern- Vocabulary and Literary Analysis categories

(S/DA) 2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessment. Please be specific for each grade level and/or subgroup.

**or**

(FAIR) 2. Describe the specific strategies or school improvement activities that have contributed to increases in the percentage of students achieving a High FCAT 2.0 Success Probability that have occurred between AP1 and AP2. If the increase in percentage of students achieving an FSP of 85% or greater has not been demonstrated, review the changes in the RC score for students. Please be specific for each grade level and/or category (subgroup).

Specific Strategies and school improvement activities that contributed to increase in student achievement percentage points between the baseline and mid-year assessment included:

- Reciprocal teaching strategies utilized across the curriculum
- After each major assessment teachers in grades 6 through 8 accessed Edusoft reports and conducted “Data Chats” with students
- Teachers provided differentiated instruction for students with marked deficiencies
- Interactive computerized programs such as FCAT explorer, SOLO Voyager, Teenbiz3000, WISE Reading Intervention, and Lexia (Reading SOS) were utilized.
- Accelerated Reading contests were implemented throughout homeroom classes and proved to be successful.
- Provided morning and afterschool tutorials that focused on building reading and vocabulary skills through differentiated instruction and hands-on activities.

(S/DA) 3. Utilizing data from the reading baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students scoring FCAT 2.0 Levels 1 or 2 increase achievement to making satisfactory progress (FCAT 2.0 Level 3). Please be specific for each grade level and/or subgroup.

**or**

(FAIR) 3. Based on AP1 and AP2, describe the changes to instruction, strategies, and/or school improvement activities that will be made to ensure that students achieving 16-84% probability in FSP receive additional instruction at varying levels of intensity, and that students achieving 15% or less probability in FSP receive intensive intervention to accelerate reading growth. Students that show an increase or decrease in their RC but are not achieving .85% on FSP describe the changes to instruction.

Utilizing data from the reading baseline and mid-year assessments, the following changes to instruction, strategies, and/or school improvement activities will be made prior to the administration of the FCAT 2.0 to ensure that students scoring FCAT 2.0 Levels 1 or 2 increase achievement to making satisfactory progress (FCAT 2.0 Level 3):

Grades 6 through 8 (FCAT 2.0 Levels 1 and 2

- More rigorous reading materials will be supplemented for Intensive Reading classes.
  - Task cards will be used to familiarize students with FCAT 2.0 style questions.
  - Students will graphically depict comparison-and-contrast relationships to help understand them.
  - Students will be given more experience with problem-and-solution-finding activities.
  - Students will practice reducing textual information to key points so that comparisons can be made across texts.
  - Emphasis will be placed on recognizing implicit meaning or the details within a text that support inferencing.
  - Teachers will emphasize strategies for deriving word meanings and word relationships from context, as well as provide additional instruction on word meanings.
  - Students will practice using context clues to distinguish the correct meaning of words that have multiple meanings.
  - Students will be given more practice to distinguish literal from figurative interpretations.
  - Students will be given practice in locating and verifying details, critically analyzing text, and synthesizing details to draw correct conclusions.
  - Teachers will emphasize instruction that helps students build stronger arguments to support their answers.
  - Teachers will show students how to explore shades of meaning to better identify nuances.
- The ELL subgroup will continue with morning tutorials with additional interactive computerized activities through ESL Reading Smart. Emphasis will be placed on activities to improve skills in Reading application and Literary analysis

(S/DA) 4. Utilizing data from the reading baseline and mid-year assessments, describe the specific strategies that will be used for students scoring FCAT 2.0 Level 3 to maintain satisfactory progress and/or increase achievement to above satisfactory progress (FCAT 2.0 Levels 4 or 5)? Please be specific for each grade level and/or subgroup.

**or**

(FAIR) 4. For students receiving an FCAT 2.0 Probability of Success of less than 85%, please describe the progress that is being made with Broad Screen RC Tasks and Targeted Diagnostic Inventory (TDI) Maze and Word Analysis Tasks.

Students in targeted subgroups who scored Level 3 during FCAT 2.0 will be monitored using data from the Edusoft reports. This will be analyzed by comparing growth from the Baseline to District Winter Assessments.

- Specific enrichment will be provided in before and after school tutorials for students in need of assistance

Tutorials will focus on re-teaching non-mastered benchmarks

- Teachers will utilize Edusoft data in their Professional Learning Communities to adjust student's instructions.
- Computerized programs such as Study Island, FCAT Explorer, and River Deep will be used to reinforce the strategies being taught.

Additionally, the following specific strategies aligned to the data will be implemented for students who showed decline from the Baseline to the District Winter Interim Assessment.

- Students in the sixth grade will receive instruction with emphasis on Informational Text/Research process and Vocabulary.
- Students in the seventh grade will receive instruction in Literary Analysis; and Reading Application
- Students in the eighth grade will receive instruction with emphasis on Vocabulary and Informational Text/Research Process.

(S/DA) 5. Utilizing data from the reading baseline and mid-year assessments, describe the activities designed for students scoring FCAT 2.0 Levels 4 or 5 to maintain above satisfactory progress and provide enrichment? Please be specific for each grade level and/or subgroup.

**or**

(FAIR) 5. Describe the enrichment activities provided to students achieving High FCAT 2.0 Success Probability. Please be specific for each grade level and/or subgroup.

Students scoring FCAT 2.0 Levels 4

Students in targeted subgroups who scored Levels 4 or 5 will be closely monitored by gathering data from the Edusoft Reports. This data will be analyzed to

monitor their progress when comparing the Baseline to the District Interim Assessments.

- Project-based learning and enrichment strategies will be implemented
- Moderate to High complexity level questions will be used with these students.

The following strategies will be implemented at specific grade levels for identified subgroups:

- Students in the sixth and seventh grades will concentrate on literary analysis with emphasis on figurative language.
- Students in the eighth grade will concentrate on informational text/ research process.

## **MATHEMATICS**

### **Grade 3 – Grade 8**

#### **Mathematics Data Analysis**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and midyear assessments. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

According to the Mathematics 2012 FCAT 2.0 the ELL and ED subgroups did not make satisfactory progress towards their AMOs.

**SIXTH GRADE** – Students in the subgroups ELL demonstrated an increase of 15 student achievement percentage points and students in the ED subgroup demonstrated an increase of 4 student achievement percentage points when comparing the District winter Interim Assessment to the Baseline Assessment.

**SEVENTH GRADE** – Students in the ELL subgroups demonstrated an increase of 11 student achievement percentage points and students in the ED subgroup demonstrated an increase of 5 student achievement percentage points when comparing the District winter Interim Assessment to the Baseline Assessment.

**EIGHTH GRADE** - Students in the ELL subgroups demonstrated an increase of 15 student achievement percentage points and students in the ED subgroup demonstrated an increase of 3 student achievement percentage points when comparing the District winter Interim Assessment to the Baseline Assessment.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments. Please be specific for each grade level and/or subgroup.

Specific strategies and school improvement activities that have contributed to the increase in student achievement percentage point between the baseline and mid-year assessment in mathematics include the school-wide implementation of the *Multi-Tiered Support System/ Response to Intervention (MTSS/Rtl)* and *Florida Continuous Improvement Model (FCIM)*.

- After each interim assessment teachers in the 6<sup>th</sup> through 8<sup>th</sup> grade review the highest 20% of inaccurate answers. This elevates many misconceptions students may have had and lets the teacher know what common errors are being made by their students.
- Online applications such as Gizmos, FCAT Explorer, FCAT Focus, are used to reinforce benchmarks.
- Teachers are also using district created topic assessments to remediate any benchmarks before moving to the next topic.
- The school also provides morning tutoring for ELL students.

3. Utilizing data from the mathematics baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students scoring FCAT 2.0 Levels 1 or 2 increase achievement to making satisfactory progress (FCAT 2.0 Level 3). Please be specific for each grade level and/or subgroup.

**Sixth, Seventh, and Eighth Grade** – Students will start every class with The Jump Start Countdown. This bell ringer reviews the concept of each the test benchmarks. Teachers will also use more hands and discovery activities.

4. Utilizing data from the mathematics baseline and mid-year assessments, describe the specific strategies that will be used for students scoring FCAT 2.0 Level 3 to maintain satisfactory progress and/or increase achievement to above satisfactory progress (FCAT 2.0 Levels 4 or 5). Please be specific for each grade level and/or subgroup.

Data gathered from *Edusoft* reports will be analyzed after the District Winter Interim Assessment and compared to the Baseline assessment. Students in identified subgroups who scored Level 3 during the 2012 FCAT 2.0 and have not maintained or increased achievement to above satisfactory progress, will be provided the following activities:

Students in will use Gizmos, FCAT Explorer, and FCAT FOCUS to support mathematics instruction and stimulate critical thinking.

Students will also use Study Jams and Study Island to develop conceptual understandings.

Students will be provided with visual stimulus to develop spatial sense through technology and or off-line and on-line manipulative.

5. Utilizing data from the mathematics baseline and mid-year assessments, describe the activities designed for students scoring FCAT 2.0 Levels 4 or 5 to maintain above satisfactory progress and enrichment. Please be specific for each grade level and/or subgroup

Data gathered from *Edusoft* reports will be analyzed after the District Winter Interim Assessment and compared to the Baseline assessment. Students in identified subgroups who scored Level 4 and 5 during the 2012 FCAT 2.0 will be provided the following activities:

Students will be encouraged to pose questions to evaluate information.



Students will be given opportunities to do inquiry activities through hands on activities to increase or maintain an understanding of skills.

Students will also be engaged in enrichment through math club and SECME activities.

**ALGEBRA 1 Only \* (Include all students, at each grade level, who will be administered the End of Course Exam)**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the reporting categories in which improvements or declines have occurred.

Data gathered from *Edusoft* reports indicate growth in Algebra 1 from the Baseline to the District Winter Assessment with an overall increase in student achievement percentage points from 32 to 41. In the reporting categories, students demonstrated a 9 percentage point gain in the number of students making satisfactory progress in Functions, Linear Equations and Inequalities.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Algebra EOC to ensure that students achieve satisfactory progress.

Based on comparing Baseline and District Winter Interim Assessments, students will be provided with the following activities:

- Students will use FCAT Explorer and FCAT Focus.
- Students may use Algebra Nation for extra-support and practice on the assessed benchmarks for the EOC.

**\*GEOMETRY Only \*(Include all students, at each grade level, who will be administered the End of Course Exam)**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred since the baseline and mid-year assessments. Include specific information about the reporting categories in which improvements or declines have occurred.

Data gathered from *Edusoft* reports indicate growth in Geometry from the Baseline to the District Winter Assessment with an overall increase in student achievement percentage points from 31 to 48. In the reporting categories, students demonstrated a 17 percentage point gain in the number of students making satisfactory progress in Two-Dimensional Geometry.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Geometry EOC to ensure that students achieve satisfactory progress.

<p>Based on comparing Baseline and District Winter Interim Assessments, students will be provided with the following activities:</p> <ul style="list-style-type: none"><li>• Students will use FCAT Explorer and FCAT Focus.</li><li>• Students may use Gizmos for extra-support and practice on the assessed benchmarks for the EOC.</li></ul>	
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## **WRITING**

### **Writing Data Analysis**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the grade levels or subgroups in which improvements or declines have occurred.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments. Please be specific for each grade level and/or subgroup.

3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of FCAT 2.0 to ensure that students achieve satisfactory progress (3.0). Please be specific for each grade level and/or subgroup that declined.

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain satisfactory progress and provide enrichment to students that achieve FCAT 2.0 Level 5.0 or above in writing. Please be specific for each grade level and/or subgroup.

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## **SCIENCE**

### **Science Data Analysis**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments in each tested grade level. Include specific information about the grade levels where improvements or declines have occurred in each reporting category.

Students in the 6<sup>th</sup> grade showed an increase in their overall performance from 42.28% in the Baseline to 53.2% in the Winter Interim Assessment. This is an increase of nearly 11% between the Baseline and the Winter Interim Assessment.

In the Nature of Science category, the 6<sup>th</sup> grade class was weak on explaining that scientific knowledge is durable, with an average score of 22.25% and strong in defining a problem and using appropriate reference materials to support scientific understanding with an average score of 48.51%.

In the Earth Science category, the 6<sup>th</sup> grade student's scores went from 42.38% in the Baseline to 52.12% in the Winter interim assessment. This is a difference of 9.74%. These students were weak on differentiating among radiation, conduction and convection, with an average score of 26% in this benchmark and strong in differentiating and showing interactions among the geosphere, hydrosphere, cryosphere, atmosphere, and biosphere, with an average score of 60.61%.

For the Physical Science body of knowledge, the 6<sup>th</sup> grade class scores went from the average of 50.47% in the Baseline assessment to 57.27% in the Winter interim assessment. In this body of knowledge, the 6<sup>th</sup> grade students were weak on investigating and describing types of forces with an average score of 39.45% and strong in measuring and graphing distance versus time for moving at a constant speed, with an average score of 64.79%. This body of knowledge was not tested in the Fall Interim Assessment

For the Life Science body of knowledge, this class scored at an average 39.78% in the Baseline assessment test. They were weak on comparing and contrasting types of infectious agents that may infect the human body, with an average score of 20.05% correct and strong in investigating and explaining the components of the scientific theory of cells, with an average score of 50.61% correct. This body of knowledge was not tested in either Fall or Winter Interim Assessments.

The 7<sup>th</sup> grade class has scored at an overall proficiency of 42.64% in the Baseline exam and at a 49.69% in the Winter Interim Assessment. This is an overall increase of 7.05%. The Earth Science body of knowledge was the only concept assessed in the Winter Interim Assessment. There, the 7<sup>th</sup> grade students scored an average of 39.5% in the Baseline test and an average of 51%. While this does not place these students at a proficiency level, it is an increase of 11.5%.

The 8<sup>th</sup> grade class has made significant progress from the Baseline to the Winter Interim Assessment as well. In the Baseline, 8% of the 8<sup>th</sup> grade students scored at a 70% or above proficiency level while in the Winter Interim Assessment, 12% of students scored at 70% or higher. That is an increase of 7% of students scoring at a proficiency level.

In the Nature of Science category, the 8<sup>th</sup> grade students were strong in showing that scientific knowledge has changed when new evidence or new interpretations are encountered, with an average score of 68.63% and weak in recognizing, explaining and giving examples of the difference between theories and laws and evidence that supports them, with an average of 34.31%.

In the Life Science Body of Knowledge, the 8<sup>th</sup> grade class is strong in understanding and explaining that every organism requires a set of instructions that specifies its traits, while weak on analyzing and describing how and why organisms are classified according to shared characteristics with emphasis on the Linnaean system.

In Earth Science body of knowledge, 9% of the 8<sup>th</sup> grade students scored at 70% or higher in the Baseline exam and 16% did the same in the Winter Interim assessment. This is an increase of 7% of the students. In this category, the 8<sup>th</sup> grade students were weak on differentiating among radiation, conduction, and convection and strong in explaining and giving examples of how physical evidence supports scientific theories.

In the Physical Science body of knowledge, 7% of students who took the Baseline assessment scored at a proficiency level of 70% or above. In contrast, 12% of the students who took the Winter Interim Assessment scored at this proficiency level. This is an increase of 5%.

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments in each tested grade level. Please be specific for each reporting category.

The 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students have been given the opportunity to design experiments that enable them to communicate through hands-on labs and classroom discussion. From these experiments, the students made and presented science fair projects in class and then turned them in for competition at the school and district science fair levels. They have been given the opportunity to be part of the SECME (Science Engineering Communication Mathematics and Enrichment) program, where they build bridges, mouse trap cars, water bottle rockets and egg drop containers, write essays and make banners, participate in brain bowl and math challenge. This is done with the purpose of increasing historically and underrepresented minorities to STEM (Science Technology Engineering and Math) careers. This activity lets the students put into practice lessons learned in their science classes, from the nature of science and physical science bodies of knowledge.

Students in the 8<sup>th</sup> grade BEAT (Biomedical Environmental Agricultural and Technology) Magnet Program have had the opportunity to go on diverse fieldtrips. These included going to the Clearwater Marine Aquarium to see "Winter", the star of the movie "Dolphin Tale". Students got the opportunity to learn more about the real story of a life dolphin that got caught in a net and ultimately loses its tail. The students got to visit the Clearwater Marine Aquarium Medical Facility where the dolphin was fitted with a prosthetic tail. This field trip fit well with the medical aspects of the BEAT magnet program. Another field trip included a trip to the Miami Museum of Science and Space Transit Planetarium to expose students to a solar system presentation. There, the students had the opportunity to view a photo gallery where they learned about each of the celestial bodies that comprise our solar system. In addition, the students were also exposed to a hands-on lab on the effect of gravity, solar radiation, leverage and the ability to test strength. In November and December, these same students along with 7<sup>th</sup> grade BEAT students were given the opportunity to participate in a sea grass activity where they used nets to gather specimens from the ocean floor and then identify them and discuss the aspect of each and the need for conservation of the ecosystem. This activity fit into the Life Science aspect of the FCAT test.

In the school's FFA, students from the BEAT program participate in small animal care grooming and showmanship practice and competition that lead them into veterinary science programs in high schools. Students also have the opportunity to be part of the Agriscience Fair competition. There, students enter projects in different categories, including environmental science, social science, botany, agricultural mechanics, production agriculture and entomology.

These fair level entrees lead students to national agricultural science fairs at the state level. In addition, the FFA introduces students to floriculture and nursery and landscaping competitions where the students are prepared for industry certification tests for the Florida Nurserymen and Growers Association. These competitions provide a basis for employment in this field.



3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students achieve satisfactory progress (Level 3) in each tested grade level. Please be specific for each grade level that declined in each reporting category.

8<sup>th</sup> grade students that obtained a level 3 in their FCAT math test in the 7<sup>th</sup> grade will now be exposed to success academy educational excellence lessons before the administration of the science FCAT that will consist of lessons covering annually assessed benchmarks and most missed questions and benchmarks from the Baseline and Winter Interim Assessments. In addition, level 3 8<sup>th</sup> grade students will also be exposed to Explore Learning GIZMOS and Study Island remediation software.

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain satisfactory progress and provide enrichment to students that are above satisfactory progress (Level 4 or 5) in science. Please be specific for each grade level and/or subgroup in each reporting category.

Students who scored at a level 4 or level 5 in the 7<sup>th</sup> grade mathematics FCAT will be given the opportunity to use Explore Learning GIZMOS, will have relevant fieldtrips and attend local, state, and national competitions of the FFA and Fairchild Challenge. In addition, students will get to use the Study Island computer application at home. These students will also visit The Wetlands of the Wakotahatchee where they will have the opportunity to visit the water reclamation facility of West Palm Beach where waste water is being cleaned and recycled back into the environment, providing a suitable

habitat for fish, animal wildlife, and birds. Students will keep a record of their observations for further discussion upon returning to the classroom. The students will use identification charts, binoculars and cameras to make their observations.

**Biology EOC** \*(Include all students, at each grade level, who will be administered the End of Course Exam)

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the content clusters in which improvements or declines have occurred in each reporting category.

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Biology EOC to ensure that students achieve satisfactory progress in each reporting category.

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**EXTENDED LEARNING**

**Extended Learning Programs for Students:** Describe the activities (e.g. after school, pull-outs, etc) that have taken place to date. Add additional rows if necessary.

\*When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

<i>Activity</i>	<i>Frequency (e.g., # of times per week, month, etc.)</i>	<i>Duration (e.g., # of minutes, hours, etc.)</i>	<i>Total # of Level 1, 2, and 3 Students in the School</i>	<i>% of Level 1, 2, and 3 Students Participating</i>
JFK/FIU Tutoring	4 days per week (Afternoon)	75 minutes per day	252 Level 1s 292 Level 2s 318 Level 3s	4% 8% 3%
ELL Title III Tutoring	3 days per week  (Morning)	60 minutes per day	252 Level 1s 292 Level 2s 318 Level 3s	10% 5% 0.06%
SECME (After School)	4 times per month	1 hour	252 Level 1s 292 Level 2s 318 Level 3s	0% 25% 75%
All Stars (After School)	5 days per week	12 hours per week	252 Level 1s 292 Level 2s 318 Level 3s	0% 10% 90%

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FFA (After School)	3 days per week	3.5 hours per week	252 Level 1s	0%
			292 Level 2s	2%
			318 Level 3s	98%

Other than using the baseline and mid-year data, how will you progress monitor students in extended learning programs and how will you use this data to determine how students are responding to the extended learning program?

Utilize teacher-made bi-weekly assessments to monitor students' progress and reteach weak benchmarks.

Use FCAT Explorer Reports to decipher areas of concerns and address deficiencies as needed.

**Research-based Professional Development Activities for Teachers**

Describe the professional development activities to date that are aligned with the school's instructional needs. *Add additional rows if necessary.*

<b>Date</b> <b>MM/DD/YYYY</b>	<b>Title of Professional Development</b>	<b>Instructional Need(s) Addressed</b>	<b># of Teachers for which PD is Applicable</b>	<b># of Teachers in Content Area</b>	<b># of Teachers in Attendance</b>
10/25/2012	Writing across the Curriculum	FCAT Writing	60	42	52
2/01/2013	Best Practices	Compare & Contrast	60	38	44
11/06/2012	Diversity Training JFK Only	Student needs and	60	12	12
10/25/2012	Writing Across the curriculum	Science Writing (5e)	60	25	35

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Based on the baseline and mid-year data, describe the additional professional development activities that will be offered before the FCAT 2.0 to help teachers increase student performance.

Prior to the administration of this year's FCAT, the science department will conduct professional developments designed to teach teachers how to properly sign up to the state's CPALMS website, where they can search and assigned Common Core State Standard (CCSS) and Next Generation Sunshine State Stands (NGSSS) aligned material. In addition, teachers will get the opportunity to do data analysis from the Study Island online program, which lets students preparing for FCAT 2.0 remediate any science topic. Moreover, a test taking technique and idea driven professional development will be given to the science teachers to instruct them how to teach their students regarding analyzing and deciphering FCAT style questions. This will be done during early release time and science department meetings.

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*End of Mid-Year Narrative Report*