Florida Department of Education

Differentiated Accountability

Mid-Year Narrative Report
Form DA-2

2012-2013

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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.

Kindergarten Probability of Reading Success:

The percentage of students scoring in the low probability of reading success remained at 0% of students.

The percentage of students scoring in the moderate probability of reading success decreased from 29% of students to 11% of students.

The percentage of students scoring in the high probability of reading success increased from 71% of students to 89% of students.

Grade 1 Probability of Reading Success:

The percentage of students scoring in the low probability of reading success increased from 3% of students to 5% of students.

The percentage of students scoring in the moderate probability of reading success decreased from 47% of students to 23% of students.

The percentage of students scoring in the high probability of reading success increased from 50% of students to 72% of students.

Grade 2 Probability of Reading Success:

The percentage of students scoring in the low probability of reading success increased from 13% of students to 18% of students.

The percentage of students scoring in the moderate probability of reading success decreased from 67% of students to 51% of students.

The percentage of students scoring in the high probability of reading success increased from 20% of students to 31% of students.

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).

School improvement activities that have contributed to increases in the percentage of students showing an increase in PRS include MTSS grade level and team t-bits, data discussions, weekly reading professional development meetings and intensive remediation and enrichment activities. During MTSS meetings, teachers disaggregate data, identifying specific problems, implementing interventions, and analyzing/monitoring results. While attending weekly reading professional development, teachers are working on learning more about the CCSS to increase rigor and student achievement. Students participate in daily remediation or enrichment activities based on individual student needs during Immediate Intensive Intervention time. Teachers are utilizing the core curriculum to close gaps through the use of the text's gradual release of responsibility model to help increase skills.

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.

PMP plans are written in conjunction with parents and interventions based on the targeted area of deficiency are put into place for each student identified as not meeting standards.

As teachers examine data at t-bit (Team Based Intervention Team) meetings and weekly reading professional development, they will target and plan appropriate interventions. Teachers will monitor student achievement regularly through weekly assessments, quick checks and distributed practice.

Triumphs, an intervention program from the core reading program, is utilized with students as needed and deemed appropriate. Additional focus on skills practice from the core reading program for specific areas of weaknesses is provided during Immediate Intensive Intervention time. For students receiving a PRS of less than 85%, strategies are being implemented during the ninety minute reading block to teach skills related to student's unique needs. Additional time through out the school day is set aside for students to participate in lessons that focus on areas of weakness. In t-bits, teachers review data, identify specific problems and plan for grade and team wide interventions in order to meet the needs of the most students and to utilize school resources wisely.

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.

For students receiving a PRS of less than 85%, strategies are being implemented during the ninety minute reading block to teach skills related to student's unique needs. Additional time through out the school day is set aside for students to participate in lessons that focus on areas of weakness. In t-bits, teachers review data, identify specific problems and plan for grade and team wide interventions in order to meet the needs of the most students and to utilize school resources wisely.

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.

Dedicated time is set aside daily at all grade levels to provide student enrichment activities. Teachers are utilizing the Research and Inquiry projects within the core reading series. Projects encourage students to work on project-based assignments that include using research materials and technology to create presentations and projects.

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).

Grade 3 Reading Comprehension Percentile Rank:

The percentage of students scoring in the 1st to 40th reading comprehension percentile rank decreased from 49% of students to 39% of students.

The percentage of students scoring in the 41th to 70th reading comprehension percentile rank increased from 29% of students to 43% of students.

The percentage of students scoring in the 71st to 99th reading comprehension percentile rank decreased from 22% of students to 17% of students.

Grade 4 Reading Comprehension Percentile Rank:

The percentage of students scoring in the 1st to 40th reading comprehension percentile rank increased from 48% of students to 52% of students.

The percentage of students scoring in the 41th to 70th reading comprehension percentile rank decreased from 35% of students to 28% of students.

The percentage of students scoring in the 71st to 99th reading comprehension percentile rank increased from 18% of students to 20% of students.

Grade 5 Reading Comprehension Percentile Rank:

The percentage of students scoring in the 1st to 40th reading comprehension percentile rank decreased from 49% of students to 39% of students.

The percentage of students scoring in the 41th to 70th reading comprehension percentile rank increased from 24% of students to 37% of students.

The percentage of students scoring in the 71st to 99th reading comprehension percentile rank decreased from 28% of students to 25% of students.

(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).

School improvement activities related to the area of reading include MTSS grade level and team t-bits (Team Based Intervention Team), data discussions, weekly reading professional development meetings and intensive remediation and enrichment activities. During MTSS meetings, teachers disaggregate data, identify specific problems, implement interventions, and analyze results. While attending weekly reading professional development, teachers are working on learning more about the CCSS to increase rigor and student achievement. Students participate in daily remediation or enrichment activities based on individual student needs during Immediate Intensive Intervention time. Teachers are utilizing the core curriculum to close gaps through the use of the text's gradual release of responsibility model to help increase skills.

(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.

PMP plans are written in conjunction with parents and interventions based on the targeted area of deficiency are put into place for each student

identified as not meeting standards.

As teachers examine data at t-bit (Team Based Intervention Team) meetings and weekly reading professional development, they will target and plan appropriate interventions. Teachers will monitor student achievement regularly through weekly assessments, quick checks and distributed practice.

Triumphs, an intervention program from the core reading program, is utilized with students as needed and deemed appropriate. Additional focus on skills practice from the core reading program for specific areas of weaknesses is provided during Immediate Intensive Intervention time.

Struggling students in grade 3 were offered the opportunity to attend an after school program twice a week to improve their reading skills.

(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.

For students who are not scoring at the 41st percentile rank, strategies are being implemented during the ninety minute reading block to teach skills related to student's unique needs. Additional time through out the school day is set aside for students to participate in lessons that focus on areas of weakness. In t-bits, teachers review data, identify specific problems and plan for grade and team wide interventions in order to meet the needs of the most students and to utilize school resources wisely. In addition to this, many of our students receive interventions from support facilitators.

(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.

Dedicated time is set aside daily at all grade levels to provide student enrichment activities. Teachers are utilizing the Research and Inquiry projects within the core reading series. Projects encourage students to work on project-based assignments that include using research materials and technology to create presentations and projects.

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.

Data gathered from CORE K-12 assessments indicates growth in many areas of mathematics across grade levels. Specific areas of growth as well as decreases in performance levels for each grade level and subgroups are as follows:

Grade 3 – Overall Average showed an increase of 13%. All areas showed improvement with the exception of Number Fractions which had an Average Score decrease of 2% and the Percent Proficient: Number Fractions had a decrease of 2%.

Grade 4 – Overall Average showed a decrease in the number of studnets who are proficient compared to the baseline. All areas showed improvement with the exception of Average Score: Number Operations & Problems had a decrease of 4% and Base Ten Fractions by 1%.

Grade 5 – Overall Average showed an increase of 15%. All areas showed improvement.

SWD Grade 3 – Overall Average showed an increase of 10%. All areas showed improvement.

SWD Grade 4 – Overall Average showed a decrease of 1%. All areas either remained the same or showed an increase with the exception of Average Score: Number Operations and Problems, which had a decrease of 2% and Base Ten Fractions had

a decrease of 4%.

SWD Grade 5 – Overall Average remained the same. All areas either remained the same or showed growth.

ED Grade 3 – Overall Average showed an increase of 13%. All showed n increase with the exception of Average Score: Number Fractions which had a decrease of 2%.

ED Grade 4 – Overall Average remained the same. All areas showed improvement with the exception of the following area: Average Score: Number Operations & Problems had a decrease of 4%, Percent Proficient: Number Operations & Problems had a decrease of 4%, Percent Proficient.

ED Grade 5 – Overall Average showed an increase of 10%. All areas showed improvement.

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.

This year, instructional personnel are participating in a professional learning community centered around mathematics instruction and the common core standards. Participants are engaged in a book study of Common Core Mathematics in a PLC at Work. Each month participants read a chapter and meet to discuss the reading. Participants are studying the eight mathematical practices and are collaboratively planning lessons to incorporate the practices into lessons. Participants are implementing the lessons and then meeting to discuss the results.

Our county continues to utilize a math series by Houghton Mifflin Harcourt called Go Math! and it focuses on the Next Generation Sunshine State Standards (NGSSS) in depth.

We utilize pre and post tests to monitor student and class progress. Math spreadsheets disaggregate the data into subgroups, so that we are able to monitor the gains in all groups. Based on student needs, teachers utilize this data to construct lessons and create guided math centers that focus on the big ideas and supporting ideas. The hands on activities allow the students guided and independent practice of the concepts being taught and expand on their thinking. During pre-planning week, teachers had the opportunity to learn how to use a math graphic organizer to disaggregate their data even further to create small groups and compact or expand concepts based on the needs of the classroom.

We continue to focus on the gradual release of responsibility while implementing the math series. The series begins each lesson with teacher directed instruction and moves on to guided and peer practice before lending itself to independent practice opportunities.

Specific strategies and activities that have contributed to the increase in student achievement percentage points begin with professional development sessions that align with Pasco County's math series, Differentiated Instruction, and the NGSSS. In kindergarten and first grade, teachers are in full implementation of the common core state standards. Teachers have had the opportunity to meet as teams and grade level groups to discuss student performance in math during their time in professional learning communities.

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.

In order to increase achievement proficiency, we will continue to utilize the CORE K-12 assessment data and our pre assessment data from the Houghton Mifflin Harcourt Math series to see what prior knowledge students have on a particular skill or standard and accelerate their learning using a variety of resources. Teachers will condense lessons where students show more of an understanding in order to spend more time on essential learning in areas where students are struggling. These resources will be used to build guided math centers for students and will serve as review/preview on NGSSS standards that meet their individual needs.

The online resources Mega Math and the enrichment activity guide will provide students with opportunities for enrichment. Mega Math also provides students with additional practice of particular skills while the enrichment activity guide provides word problems and big idea projects that encourage students to explain their mathematical reasoning to show mastery of the concepts taught.

Our extended day program for grade 4 students is focusing on math concepts and activities that will build the mathematical background necessary to work on grade specific math skills.

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.

Changes in instruction, strategies, and school improvement activities that will lead to increase student achievement begin with data analysis. Teachers have access to custom class and student reports from CORE K-12. Teachers have the opportunity to review this data during team planning. District level Math Pre and Post test data will also be examined at the team meetings and during professional learning communities. Teachers will work to examine grouping and differentiation strategies that would best meet the needs of their students. Teachers identify students in need of intervention as well as

enrichment.

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

Students in all grade levels engage in a variety of centers that enrich and extend thinking. Through our math series, Go Math!, teachers are introducing students to a wide variety of problem solving strategies to deepen understanding of the content and build connections that lead students to transfer knowledge from one context to another.

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.

All students are assessed at the conclusion of each reading unit. Students in grade 4 were assessed on a narrative prompt during assessment period one and on an expository prompt during assessment period 2. Therefore, the results are not comparable.

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.

Students are administered a school wide writing prompt at the conclusion of each reading unit as part of the MMH unit assessment. Grades K,1,2,3, 4, and 5 scored the prompts using the MacMillan McGraw Hill (MMH) Rubric. MMH scored rubrics were kept in student working portfolios. Teachers will continue to utilize the MMH rubric as instruments of instruction in the classroom.

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.

Prior to the FCAT, teachers will review both narrative and expository forms of writing with students. Instruction will focus on the components of effective writing: Ideas, Organization, Conventions, Sentence Fluency, Voice and Word Choice. As FCAT Writes approaches, teachers will focus on stronger language, adding personal experiences, modeling the power of voice and conferencing with students more frequently. Students will share their writing to encourage peer collaboration.

Ongoing professional development of teachers continues through district professional development opportunities such as the Macmillan McGraw Hill Integrated Writing training and school based professional development opportunities including

using a Writer's Workshop approach and student conferencing. The baseline and midline data has been prepared by grade four teachers and teachers will discuss strategies for improvement during curriculum planning by grade level. Students continue to have the opportunity to showcase their writing in classroom Shining Author binders as well as at our Shining Author celebrations where students will have the opportunity to share their writing with other students.

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.

Resources from state adopted textbooks and ancillary materials are utilized to provide remediation and/or enrichment for students in grades K-5. Resources and strategies provided at professional development workshops will also be utilized. The best practices discussed within our Professional Learning Community will help provide instruction to students in order to maintain proficiency. Students who consistently demonstrate below level proficiency will have opportunities for one on one and small group instruction.

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.

In grade 5, the overall average of students who took the CORE K-12 Assessment increased from 51% to 64%. Increases are noted in all areas with the exception of Nature of Science which decreased by 4%.

The percent of students scoring at or above proficiency increased from 9% to 27%.

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.

This year, Deer Park had the resources to begin creating a STEM lab. Teachers have the opportunity to plan lessons and utilize the lab space and materials to execute their lessons. Specific strategies and school improvement activities that have contributed to increases in the percentage of students making gains in each area include having students participate in hands-on inquiry based lab activities and encouraging teachers to plan explicit instruction in the areas of scientific method, scientific principles, and vocabulary. Classroom teachers are encouraged to utilize graphic organizers related to science content and vocabulary. Nonfiction science passages are integrated into the ninety minute reading block to further expose students to science content. Students participated in a Family Science Academic Night in December. This evening encouraged families to engage in hands-on science activities and become more familiar with the scientific method as they prepared to engage in invention convention. This year, our District continues to utilize the series called Fusion. This series includes a variety of resources for teachers and students to engage in hands on and real world scientifically based activities. The District is also providing teachers with optional benchmark assessments arranged by body of knowledge to assist teachers in monitoring the progress of their students.

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.

Changes in instructional focus will come through the analyzation and comparison of the beginning of the year and mid year assessments. Once the areas of concerns are identified during data discussions, teachers will evaluate their classroom results and plan lessons and hands-on inquiry based lab activities that include: activating strategies, acceleration and previewing of key vocabulary, collaboration, guided practice, and summarizing. Additionally, teachers will focus on student performance data to drive instructional practices and provide evidence of mastery of the content and vocabulary.

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.

An evening Science Night was offered to students and their families to help students learn about the scientific method and to engage in hands-on science lab activities with their families. Students continue to engage in research based inquiry projects connected to literature during reading themes. Numerous best practices, including graphic organizers and word walls, are utilized to encourage key science vocabulary mastery.

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)).

Activity	*Frequency (e.g., # of times per week, month, etc.)*	*Duration (e.g., # of minutes, hours, etc.)*	*Total # of Level 1, 2, and 3 Students in the School*	*% of Level 1, 2, and 3 Students Participating*
Extended School Day Grade 3 Reading	2 times per week	3 hours per week		19 PMP students in lowest quartile are attending
Extended School Day Grade 4 Math	2 times per week	3 hours per week		18 PMP students in lowest quartile
Extended School Day Grade 4 Writing	2 times per week	3 hours per week		18 Students with BOY score of 3 on MMH Rubric

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?

Students in the Extended Day Program are progress monitored on a regular basis using a variety of assessments including running records, classroom assessments, teacher observations, and class assignments. Teachers will utilize this data and communicate with classroom teachers to determine how students are responding to the interventions in place during Extended Day.

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.*

Date ***MM/DD/YYYY***	***Title of Professional Development***	***Instructional Need(s) Addressed***	***# of Teachers for which PD is Applicable***	***# of Teachers in Content Area***	***# of Teachers in Attendance***
Ongoing throughout 2012-20134 school year	Grade Level Math Professional Learning Community	Key learning of common core math standards and 8 mathematical practices	39	37	39
	Grade level and Whole Group CCSS in Language Arts and Literacy Professional Development				

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.

During our remaining professional learning community meetings, teachers will collaborate together utilizing the problem solving cycle in order to come up with strategies and lessons geared toward gains and will continue to learn more about the common core state standards in math and reading in order to plan for and deliver standards driven instruction.

*End of **Mid-Year Narrative Report***