

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.

N/A

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).

N/A

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.

NA

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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.

N/A

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.

N/A

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: Overall, there has been a 5-percentage point decrease for students who scored at/or above proficiency in reading between the baseline and mid-year assessments. These are the groups that we continue to assess for reading as their scores will count towards AMO:
Black students showed a 12-percentage point decrease overall, but showed a 22- percentage point increase in Literary Analysis
Hispanic students showed a 5-percentage point increase overall and a 17-percentage point increase in Literary Analysis.
Economically Disadvantaged students showed a 17-percentage point increase in Literary Analysis

Grade 4: Overall, there has been a 5-percentage point increase for students who scored at/or above proficiency in reading between the baseline and mid-year assessments. These are the groups that we continue to assess for reading as their scores will count towards AMO:
Black students showed a 8.5 -percentage point increase
Economically Disadvantaged students showed a 13-percentage point increase.

Grade 5: Overall, there has been a 3-percentage point decrease for students who scored at/or above proficiency in reading between the baseline and mid-year assessments. These are the groups that we continue to assess for reading as their scores will count towards AMO:
Black students showed a 13-percentage point decrease overall with an 11-percentage point decrease in Vocabulary
Hispanic students showed a 7-percentage point decrease.

(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).

All students in grades 3-5 are utilizing Destination Reading and using visual organizers to show main idea and supporting details. Identified Black/ Economically Disadvantaged students are receiving small group instruction with double and some triple dosing. Grade 5 students are receiving reading through a departmentalized approach. Retained 3rd graders are receiving additional reading instruction (triple dosed).

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(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.

Identified students in grades 3-5 are being pulled and are receiving additional reading instruction from Reading Coach, Administration and support staff using Soar to Success. Economically Disadvantaged students will be placed in Pull-Out groups for small group instruction for extended learning opportunities. In grades 3-5 an emphasis will be placed on non-fiction and poetry, since those were two areas of concern on our mid-year assessments, and Treasures Intervention will be used, Time for Kids, and Highlight. Grade 5 Hispanic students will receive additional instruction in comparing/contrasting fiction and non-fiction literature (ex. Time for Kids periodical). Teachers will hold data chats with students to address their progress on a bi-weekly basis.

(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.

To maintain proficiency, grades 3-5 students will be using FCAT Explorer and Destination Reading, and teachers will be monitoring their progress to adjust instruction accordingly.
To maintain proficiency, our 5th grade teachers are supplementing core curriculum with novel based instruction, and students will continue to use Destination Reading.

(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.

To enrich students in 3rd grade, students are using technology to create charts and graphs when researching for projects.
To enrich students in grades 4 and 5, teachers are providing novel based instruction and students keep reading response journals; writing to teachers about a number of topics regarding their novel.
Students in grade 5 are also involved in academic games.

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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.

Grade 3: Overall, there has been a 2-percentage point decrease for students who scored at/or above proficiency in mathematics between the baseline and mid-year assessments. Both Black and Economically Disadvantaged students showed a 30-point increase in Math Operations. These are the groups that we continue to assess for math as their scores will count towards AMO:
Hispanic students showed a 10-percentage point increase.
Black students showed a 5-percentage point decrease.

Grade 4: Overall, there has been a 2-percentage point decrease for students who scored at/or above proficiency in mathematics between the baseline and mid-year assessments. Black students showed a 15-percentage point increase in Geometry and Measurement. Hispanic students showed a 10-percentage point increase in Math Operations. These are the groups that we continue to assess for math as their scores will count towards AMO:
Black students showed a 10-percentage point decrease.
Economically Disadvantaged students showed a 12-percentage point decrease

Grade 5: Overall, there has been an 6-percentage point decrease for students who scored at/or above proficiency in mathematics between the baseline and mid-year assessments. Increases in Math Operations were shown as follows: Black students showed a 21-percentage point increase; Hispanic students showed a 25-percentage point increase; Economically Disadvantaged students showed an 18-percentage point increase. These are the groups that we continue to assess for math as their scores will count towards AMO:
Black students showed a 1-percentage point decrease
Economically Disadvantaged students showed a 10-percentage point decrease.

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.

In grades 3-5, teachers have been trained in Singapore Math and are using strategies in daily instruction, as well as with small groups. Word walls are used to emphasize math vocabulary, and Destination Math is used in all grades. Teachers are charting their students' progress and displaying it in their classrooms. As a result of math center training, teachers in grades 3-5 are utilizing manipulatives within centers in their classrooms. In grades 4 and 5, students are receiving math instruction from a departmentalized approach.

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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.

FCAT Camp will be offered for identified students in grades 3-5. Academic progress will be monitored bi-weekly, and administration analyzes student data and instruction will be modified as needed. Technology will be infused to enhance and support instruction. Students in grades 3-5 are pulled in small remediation groups according to their targeted needs. Go Math intervention strategies will be utilized to meet student needs according to their areas of weakness.
Students in grades 3-5 will participate in our Publix Math Night to reinforce skills already taught in a real-world setting. Teachers will hold data chats with students to address their progress on a bi-weekly basis.

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.

Students in grades 3-5 will participate in our Publix Math Night to reinforce previously taught skills in a real-world setting.
Third, fourth and fifth grade teachers will focus on individual weaknesses and target those areas during small group instruction.

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

Teachers in grades 3-5 will utilize Go Math enrichment materials with appropriate groups of students.
Higher order word problems and activities will be included in small group instruction for all grades.
Grade five students will be given opportunities to compete in math competitions.
Students in grades 3-5 will participate in our Publix Math Night to reinforce skills already taught in a real-world setting.

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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.

N/A

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.

N/A

***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.

N/A

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.

N/A

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.

Our writing baseline data indicates that 23% (33 out of 145 students) scored at level 4.0 or above on BAT 1.
Our writing midyear report indicates that 65% (97 out of 150 students) scored at level 4.0 or above on BAT 2.

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.

Teachers in all grades conduct a school-wide prompt on early release days. Writing instruction is departmentalized in fourth grade. Teachers participate in writing Professional Learning Community bi-weekly. All students' writing samples are displayed on our school's Writing Wall. Writing word walls are used to encourage students to use a variety of words in their writing (word choice). Authors' styles and techniques are taught through literature and students are encouraged to use this in their writing. Student authors are selected throughout grade levels to share their works at Young Authors' Night.

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.

Students partner with a buddy (high level/low level) focusing on editing, peer-scoring, and giving suggestions on how to improve. Teachers conduct one-on-one writing conferences with their students. Students have assigned pen pals that they write to on a bi-weekly basis for practicing conventions.

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.

Teachers meet with students in small groups to work on techniques involving voice and dialogue. Students will learn to use figurative language in their writing.

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.

Grade 5: Overall, there has been a 2-percentage point increase for students who scored at/or above proficiency in science between the baseline and mid-year assessments.

In Life/Environmental Science there was a 9-percentage point increase (44.2% - 53.6%)

In Nature of Science there was a 7-percentage point increase (37.2% - 44%)

In Physical/Chemical Science there was a 3-percentage point decrease (62% - 59.2%)

In Earth/Space Science there was a 27-percentage point decrease (32.6% - 60%)

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.

Our fifth grade is using the departmentalization approach to teaching science. Science Professional Learning Community meets bi-monthly for teachers to share best practices and discuss science strands. Teachers have used more hands-on activities throughout lessons with their students. Think Central is being utilized for testing and student activities. Students are using observation logs while conducting their experiments. Science vocabulary is being infused into the daily curriculum via word walls.

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.

Science Professional Learning Community meets bi-monthly for teachers to share best practices and discuss science strands.

Teachers will be using more hands-on activities/projects relating to physical, chemical, Earth and space sciences with their students.

Teachers will hold data chats with students to address their progress on a bi-weekly basis.

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 use visual organizers, self-created projects, and the use of hands on kits for activities to enhance their learning experience.

Teachers have also used the 5E model with their students to enrich vocabulary and conceptual understanding.

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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.

N/A

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.

N/A

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
Additional Reading support (Pull-out)	5 days/week	30 minutes	187 - Reading	42% - Reading
Additional Math support (pull-out)	5 days/week	30 minutes	160 – Math	19% - Math
FCAT Writing Camp	2 x per week	60 minutes	97 – Grade 4	19% - Writing

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 are assessed with bi-weekly assessments and results are shared with Administration. Progress is discussed individually and at data chats. Interventions are put in place 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.*

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
10/26/2012 ongoing	Text Complexity	Teachers trained on methods to apply text complexity in their instruction	40	40	40
9/26/2012 ongoing	Common Core State Standards	Teachers will become familiarized with Common Core website and understand the relationship between Marzano and Common Core	40	40	40
1/18/2013	Informational Text and Literature	Teachers will be trained in finding a balance between informational text and literature	40	40	40

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8/15/2012 ongoing	Common Core Reading/Math	Teachers trained on how to use website with their students and run reports	40	40	40
10/25/2102 ongoing	Differentiated Instruction in Math	Teacher will be trained on how to use small group instruction in Math	40	40	40

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.

Think Central website. This will provide additional resources for teachers to use with students (in school and at home) on identified areas of remediation. Trainer from Science department will conduct staff development.

Defining the Core website – teachers will familiarize themselves with the website by observing Brain Sharks and implementing the Core Curriculum.

Literary Analysis/Fiction & Non-fiction. This will provide additional exposure to non-fiction articles/essays and how to effectively analyze information. Reading Coach will conduct staff development.

End of Mid-Year Narrative Report