

# **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.

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.

N/A

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.**

**April 2011**

**Rule 6A-1.099811**

**Revised October 31, 2012**

**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).

Our FAIR data indicates we are trending up with our 6<sup>th</sup> and 7<sup>th</sup> grade students, and maintaining with our 8<sup>th</sup> grade students. Our 6<sup>th</sup> grade students show growth with 2% fewer in the low FCAT success probability range, and 2% greater in the high FCAT success probability range. 7<sup>th</sup> grade has shown the most growth with a 4% swing from low to high FCAT success probability. Our 8<sup>th</sup> grade is staying fairly static, but did show a 1% swing from low to high FCAT success probability in AP 2 of FAIR.

(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).

Our increases in probability for FCAT success can be attributed to several factors. We have implemented Reading for All in 7th and 8th grade. Even our high achieving students are in a Critical Thinking course. This is our third year implementing the Reading Plus program which continues to help our students build fluency and comprehension. With all students in Reading, they are all participating in the IMPACT program teaching and monitoring strategies for answering FCAT style questions.

(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.

In order to monitor and prepare our at and below level students for FCAT, Pines is taking a multi-pronged approach. Students are encouraged to attend morning tutoring sessions for individualized help with benchmarks. Additionally our level 1, level 2, and bubble students will be invited to and encouraged to attend our 5 after school Reading FCAT camps. Students will continue to utilize Reading Plus in the labs and teachers will use skills reports to identify strengths and weaknesses as they build fluency and comprehension. The Impact program will continue to be used in Reading classes. Teachers will target specific areas missed on the IMPACT assessments for remediation. Reading and LA teachers will be utilizing mini-benchmarks and the FOCUS program to monitor and track progress on the benchmarks. Content-area teachers will have the students refine their use of Cornell note-taking to prepare for computer-based testing where they will be allowed to take notes.

(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.

In order to monitor and prepare our at and below level students for FCAT, Pines is taking a multi-pronged approach. Students are encouraged to attend morning tutoring sessions for individualized help with benchmarks. Additionally our level 1, level 2, and bubble students will be invited to and encouraged to attend our 5 after school Reading FCAT camps. Students will continue to utilize Reading Plus in the labs and teachers will use skills reports to identify strengths and weaknesses as they build fluency and comprehension. The Impact program will continue to be used in Reading classes. Teachers will target specific areas missed on the IMPACT assessments for remediation. Reading and LA teachers will be utilizing mini-benchmarks and the FOCUS program to monitor and track progress on the benchmarks. Content-area teachers will have the students refine their use of Cornell note-taking to prepare for computer-based testing where they will be allowed to take notes.

(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.

In order to prepare our Level 4 and 5 students for FCAT and CCSS, Pines has gone to a Reading for All schedule, with our high achieving students taking a Critical Thinking Skills class. These students use the Impact program where their progress on answering Critical Thinking FCAT style questions is monitored. Progress monitoring is also being done through the administration and teaching of mini-bats and utilization of the FOCUS program. These students are encouraged to use FCAT Explorer and most participate in the Reading Plus program to improve fluency and comprehension. Students will refine their note-taking through practice with the Cornell method in their content classes.

## **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.

(S/DA) Analysis of BAT 1 & BAT 2 results indicate that Grade 6 proficiency decreased 5.3% (31 students).

Our detailed proficiency by benchmark are:

In Fractions, Ratios/Proportional there was an increase in proficiency of 23.5% (97 students).

In Expression and Equations there was an increase in proficiency of 13.7% (55 students).

In Geometry and Measurement there was an increase in proficiency of 13.7% (56 students).

The weakest areas for grade 6 were Geometry and Measurement and Expression and Equations for BAT 1 and BAT 2.

Level 1 students showed a decrease in proficiency by 2.3% (1 student).

Level 2 students showed a decrease in proficiency by 10.5% (11 student).

Level 3 student showed a decrease in proficiency by 4.2 (4 student).

Level 4 students showed a increase in proficiency by 2.5% (2 student).

Level 5 students showed no changes. All these students are proficiency, 100%

Our 6th grade subgroups review are below:

Economically Disadvantaged students showed a decrease in proficiency by 6.1% (20 students)



Data chats were conducted with these students. Teachers attended staff development on the Framework of Poverty and will be using the information gained to work with these students. Teachers will be using more DI strategies to meet these students' needs.

ELL students showed a decrease in proficiency by 2.4% (about 1 student)

Data chats were conducted with these students. Teachers will be using more DI strategies to meet these students' needs.

SWD students showed a decrease in proficiency by .5%.

Data chats were conducted with these students. Teachers will be using more DI strategies to meet these students' needs.

**Analysis of BAT 1 & BAT 2 results indicate that Grade 7 proficiency decreased 1.7% (6 students).**

Our detailed proficiency by benchmark are:

In Base Ten there was an increase in proficiency of 17.8% (63 students).

In Ratios/Proportional Relationship there was an increase in proficiency of 27.1% (96 students).

In Geometry and Measurement there was an increase in proficiency of 20.2% (71 students).

In Statistics and Probability there was an increase in proficiency of 24.1% (85 students).

The weakest areas for grade 7 were Geometry and Measurement for BAT 1 and BAT 2 however all strand showed an increase in proficiency

Level 1 students showed a decrease in proficiency by 7.7% (20 student).

Level 2 students showed a increase in proficiency by 4.1% (1 student).

Level 3 student showed a decrease in proficiency by 2.8% (2 student).

Level 4 students showed a increase in proficiency by 5.4% (5 student).

Level 5 students showed no changes in proficiency 100% of students are proficient (29 student).

Our 7<sup>th</sup> grade subgroups review are below:

Economically Disadvantaged students showed a increase in proficiency by 1.1% (9 students)

Data chats were conducted with these students. Teachers attended staff development on the Framework of Poverty and will be using the information gained to work with these students. Teachers will be using more DI strategies to meet these students' needs.

ELL students showed a decrease in proficiency by 7% (2 student)

Data chats were conducted with these students. Teachers will be using more DI strategies to meet these students' needs.

SWD students showed a decrease in proficiency by 4.4%. (1 student)

Data chats were conducted with these students. Teachers will be using more DI strategies to meet these students' needs

**Analysis of BAT 1 & BAT 2 results indicate that Grade 8 proficiency decreased 4.5% (34 students).**

Our detailed proficiency by benchmark are:

In Operations, Problems and Statistics there was an increase in proficiency of 22.1% (54 students).

In Expression, Equations and Function there was an increase in proficiency of 29.8% (73 students).

In Geometry and Measurement there was an increase in proficiency of 22.1% (54 students).

The weakest areas for grade 6 were Geometry and Measurement and Operations, Problems and Statistics for BAT 1 and BAT 2.

Level 1 students showed a decrease in proficiency by 14.8% (15 student).

Level 2 students showed a decrease in proficiency by 7.7% (18 student).

Level 3 student showed a increase in proficiency by 3.4% (2 student).

Level 4 students showed a increase in proficiency by 2.5% (2 student).

Level 5 students showed increase in proficiency by 20% (1 student)

Our 8<sup>th</sup> grade subgroups review are below:

Economically Disadvantaged students showed a decrease in proficiency by 6.3% (15 students)

Data chats were conducted with these students. Teachers attended staff development on the Framework of Poverty and will be using the information gained to work with these students. Teachers will be using more DI strategies to meet these students' needs.

ELL students showed a decrease in proficiency 27.1% (7 students)

Data chats were conducted with these students. Teachers will be using more DI strategies to meet these students' needs.

SWD students showed a decrease in proficiency by 11% (8 students)

Data chats were conducted with these students. Teachers will be using more DI strategies to meet these students' needs

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.

Our BAT1 to BAT2 comparison is showing a decrease in proficiency levels on a whole. There are pockets of increase in proficiency by various groups but overall there are concerns.

Please see the details above.

We have morning tutoring ever Tuesday for our students. These sessions need to see an increase in attendance. Our teachers are speaking with studnets directly and making parent contact. However the students are not consistent in coming to tutoring every week. We will be working through tehse concerns in our weekly PLCs.

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.

Our FCAT Warm-up started in January. We are pushing ahead with giving our students more word problems and working through these with them.

Our FCAT Math camps will start on 2/26/13 and our target groups will be our lowest 30% and our level students (407 students in all).

Our math Pull-out sessions will start on 2/26/13 and will run for weeks. We will have these sessions twice per week for our High level 2 students in 6<sup>th</sup> and 7<sup>th</sup> grade.

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.

We will be using FCATEXPLORER with all our students especially our level 3 students who can work more independently. These problems have been assigned as home Learning activities and progress is checked by each teacher every two weeks.

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

We will be using FCATEXPLORER with all our students especially our levels 4 & 5 students who can work more independently. These problems have been assigned as home Learning activities and progress is checked by each teacher ever two weeks.

**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.

Analysis of Algebra BAT 1 & BAT 2 results indicate that our students' proficiency increased .4%to 100% proficiency (1students).

Our detailed proficiency by benchmark are:

In Functions, Linear Equations, & Inequalities there was an increase in proficiency of 26.5% (35 students).

In Polynomials there was a decrease in proficiency of 1.6% (2students).

In Rationals, Radicals, Quadratics & Discrete Mathematics there was an increase in proficiency of 1.2% (2 students).

The weakest areas for Algebra is Polynomials for BAT 1 and BAT 2.

Level 3 students showed an increase in proficiency by 31.9% (2 student).

Level 4 students showed a decrease in proficiency by 1.7% (0 student).

Level 5 students showed a decrease in proficiency by 2.1% (0 student).

Economically Disadvantaged students showed a decrease in proficiency by 6.3% (15 students)

Data chats were conducted with these students. Teachers attended staff development on the Framework of Poverty and will be using the information gained to work with these students. Teachers will be using more DI strategies to meet these students' needs.

SWD students showed a decrease in proficiency by 11% (8 students)

Data chats were conducted with these students. Teachers will be using more DI strategies to meet these students' needs

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.

These students moving forward and using various online and paper Algebra practice test as provided on the Math Wiki.

Teachers will have students do data analysis of their various assessments to determine their individual strength and weaknesses so that teachers can individualize instruction for enrichment, remediation and maintenance.

**\*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.

Overall these students showed a decrease in proficiency from BAT 1 to BAT 2.

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.

Continuing use Mini-BATs to progress monitor these students will be used.

These students moving forward will have weekly to bi-weekly exposure to FCAT-type questions using resources provided by our Secondary Math trainer(s). Students will be using FCAT EXPLORER as an additional incentive for their out-of-classroom enrichment.

Teachers will have students do data analysis of their various assessments to determine their individual strength and weaknesses so that teachers can individualize instruction for enrichment, remediation and maintenance.

## **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.

After the administration of BAT 1, 8th grade students scored an average of 2.0 on the expository and persuasive writing prompt. Given the same prompts for BAT 2, student averages increased to 3.0 on expository, and 2.5 on persuasive.

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.

Through our school-wide writing program, all grade level students will be exposed to a consistent writing style across the curriculum. FCAT writing terminology has also been used consistently school-wide. 8th grade students are administered both SpringBoard writing style prompts, and timed FCAT writing prompts monthly in their Language Arts classes. Students will be consistently progress-monitored through their Language Arts classes to identify areas where they need to improve upon. School-wide, teachers will emphasize a 4.0 and above as demonstrating proficiency.



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.

**Teachers used data from the BAT 1, as a diagnostic to determine the level of writing proficiency of each student. At BAT 1, most students scored either a level 2 or 3 on either the expository or persuasive prompts. After BAT 1, teachers determined students needed more focus on Ideas and Organization, with instruction to move on to focusing on Supporting details and Elaboration. Teachers had data chats with students and had them set personal goals. Ongoing, teachers will use visual aids to assist with writing development. All students will create a writing portfolio. Students who continually score at level 2 or 3, are recommended to attend tutoring sessions with their Language Arts teachers.**

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.

## **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.

Our FAIR data indicates we are trending up with our 6th and 7th grade students, and maintaining with our 8th grade students. Our 6th grade students show growth with 2% fewer in the low FCAT success probability range, and 2% greater in the high FCAT success probability range. 7th grade has shown the most growth with a 4% swing from low to high FCAT success probability. Our 8th grade is staying fairly static, but did show a 1% swing from low to high FCAT success probability in AP 2 of FAIR.

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 increases in probability for FCAT success can be attributed to several factors. We have implemented Reading for All in 7th and 8th grade. Even our high achieving students are in a Critical Thinking course. This is our third year implementing the Reading Plus program which continues to help our students build fluency and comprehension. With all students in Reading, they are all participating in the IMPACT program teaching and monitoring strategies for answering FCAT style questions.

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.

In order to monitor and prepare our at and below level students for FCAT, Pines is taking a multi-pronged approach. Students are encouraged to attend morning tutoring sessions for individualized help with benchmarks. Additionally our level 1, level 2, and bubble students will be invited to and encouraged to attend our 5 after school Reading FCAT camps. Students will continue to utilize Reading Plus in the labs and teachers will use skills reports to identify strengths and weaknesses as they build fluency and comprehension. The Impact program will continue to be used in Reading classes. Teachers will target specific areas missed on the IMPACT assessments for remediation. Reading and LA teachers will be utilizing mini-benchmarks and the FOCUS program to monitor and track progress on the benchmarks. Content-area teachers will have the students refine their use of Cornell note-taking to prepare for computer-based testing where they will be allowed to take notes.

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.

In order to monitor and prepare our at and below level students for FCAT, Pines is taking a multi-pronged approach. Students are encouraged to attend morning tutoring sessions for individualized help with benchmarks. Additionally our level 1, level 2, and bubble students will be invited to and encouraged

to attend our 5 after school Reading FCAT camps. Students will continue to utilize Reading Plus in the labs and teachers will use skills reports to identify strengths and weaknesses as they build fluency and comprehension . The Impact program will continue to be used in Reading classes. Teachers will target specific areas missed on the IMPACT assessments for remediation. Reading and LA teachers will be utilizing mini-benchmarks and the FOCUS program to monitor and track progress on the benchmarks. Content-area teachers will have the students refine their use of Cornell note-taking to prepare for computer-based testing where they will be allowed to take notes

**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)).

**Form DA-2**

<b>Activity</b>	<b>Frequency (e.g., # of times per week, month, etc.)</b>	<b>Duration (e.g., # of minutes, hours, etc.)</b>	<b>Total # of Level 1, 2, and 3 Students in the School</b>	<b>% of Level 1, 2, and 3 Students Participating</b>
Math Pull Outs	2 times per week	50 minutes	947	62 Approximately 7%
Reading FCAT Camp	1 time per week After school	2 ½ hours	960	108 Approximately 11%

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?

Program Monitoring in Math: Pre-Post Assessments and We will adjust the benchmarks reviewed each week accordingly.

Students will be progress monitored through attendance logs, data chats by classroom teachers, FAIR assessment Mini-BATs Math, other assessments provided by our Secondary Math trainer, tests during the FCAT Camps, PLC's, and review of student performance evaluations through grade distribution reports.

**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> <i>MM/DD/YYYY</i>	<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>
08/30	PLC's	Instructional Strategies	87	87	87

02/07/2013	Marzano I Observation	DQ1 and DQ4 Monitoring / Evaluation / Instructional Strategies	87	87	87
------------	-----------------------	--	----	----	----

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.

Additional trainings will be provided on Unwrapping the Benchmarks, DI for Math, GIZMOS, DIMENSIONU, Destination Math, BEEP and Wiki, and data analysis

---

*End of Mid-Year Narrative Report*