

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.

Data gathered from FAIR, Probability of Reading Success (PRS) reports, indicate growth in Reading by all grade levels from the Assessment Period 1 (AP1) to Assessment Period 2 (AP2). After analyzing the data for the total number of students in the “Population” category, it is evident that there has been an increase in the percentage of students achieving High Probability (HP) in grades K – 2 and a decrease in the students achieving Moderate Probability (MP). However, there was an increase in the percentage of students achieving Low Probability (LP) in 2nd grade.

- In Kindergarten there was a gain of 35 percentage points on students achieving HP, a decrease of 33 percentage points on students achieving MP, and a decrease of 1 percentage points on students achieving LP.
- In First grade there was a gain of 13 percentage points on students achieving HP, a decrease of 12 percentage points on students achieving MP, and a decrease of 2 percentage points on students achieving LP.

- In Second grade there was an increase of 2 percentage points on the students achieving HP, a decrease of 9 percentage points on students achieving MP, and a gain of 8 percentage points on students achieving LP.
- The Black or African American subgroup in Kindergarten showed an increase of 41 percentage points on students achieving HP and a decrease of 40 percentage points on students achieving MP.
- The Black or African American subgroup in First grade showed an increase of 16 percentage points on students achieving HP and a decrease of 18 percentage points on students achieving MP, and an increase of 2 percentage points on students achieving LP.
- The Black or African American subgroup in Second showed a decrease of 6 percentage points on students achieving HP and a decrease of 12 percentage points on students achieving MP, and an increase of 18 percentage points on students achieving LP.
- The Economically Disadvantaged subgroup in Kindergarten had an increase of 40 percentage points on students achieving HP a decrease of 36 percentage points on students achieving MP, and a decrease of percentage point on students achieving LP.
- The Economically Disadvantaged subgroup in First had an increase of 15 percentage points on students achieving HP a decrease of 13 percentage points on students achieving MP, and a decrease of 1 percentage points on students achieving LP.
- The Economically Disadvantaged subgroup in Second had an equal number of percentage points on students achieving HP a decrease of 9 percentage points on students achieving MP, and an increase of 9 percentage points on students achieving LP.

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).

- Kindergarten students demonstrated a gain of 35 percentage points on students achieving High PRS (HP). This increase is due to the implementation of a rotation schedule for small group instruction during the reading instructional block. Concepts of Print, Phonological Awareness and Phonics instruction was provided and reinforced in these small groups by the classroom teachers. Parent Volunteers assist with reading instruction by working with students one to one on Phonics, blending, and fluency.
- Students in first grade demonstrated a gain of 13 percentage points on students achieving HP, this is due to a schedule of intervention times created in teacher schedules to facilitate the implementation of tutoring utilizing Voyager Passport while increasing the utilization of SuccessMaker, and

Accelerated Reader.

- Second grade students demonstrated an increase of 13 percentage points of students achieving HP. In addition to the implementation of tutoring using Voyager Passport, second grade students were provided rigorous word study strategies for deriving word meanings from affixes, root words, synonyms and antonyms, and graphic organizers were used to identify text features, organize information and to interpret meaning from text.

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.

Students in Kindergarten through Second grade achieving Moderate PRS will receive an additional 10 minutes of push-in, small group instruction. During this time, students will be grouped according to their needs as identified by the Targeted Diagnostic Inventory and Broad Diagnostic Inventory. Individualized instruction will be provided based on specific needs.

Students receiving a Low PRS will receive instruction targeting student's specific deficiencies during the 30 minutes of intensive pull-out, individualized instruction based on their needs as identified by the Broad Diagnostic Inventory and the Targeted Diagnostic Inventory. Additionally, these students will be presented to the Response to Intervention (RtI) team for further recommendations.

Students in the SWD group will be provided with extended teacher directed instruction through *Voyager Passport* pull-out program. These students will also be provided with the use of *Riverdeep*, and *Ticket to Read* after school in an effort to boost achievement in areas identified as in need of improvement.

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.

Using the Broad Diagnostic Inventory (BDI) School Status Report, Reading Comprehension or Listening Comprehension changed as follows for the students receiving a PRS of less than 85% :

Kindergarten – 92 students took the Listening Comprehension test during AP1 and 98 students took AP2. The number of students who had 2 or more questions correct increased from 61 to 79, which represents 86% of the total of students who took the test. However, although the number of students who had 0-1 questions correct decreased from 31 to 19, this accounts for 21% of the total of students who took the test.

First Grade – On the AP1, 76% of the students were on grade level as indicated on the Target Passage and on the AP2, 77% of the students were on grade level. This represents a 1 percentage point increase of first grade students reading on grade level.

Second Grade – On the AP1, 56% of the students were on grade level as indicated on the Target Passage and on the AP2, 60% of the students were on grade level. This represents a 4 percentage point increase of second grade students reading on grade level.

Using the Targeted Diagnostic Inventory Tasks (TDI), the percent of students required to take the TDI who scored ME increased as follows:

Kindergarten – the percent of student required to take the TDI, who scored ME, increased from 14.6% to 59.4%.

First Grade – the percent of student required to take the TDI, who scored ME, increased from 60.4% to 70.5%.

Second Grade – the percent of students required to take the TDI, who scored ME, decreased from 69.6% to 58.3%.

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.

Describe the enrichment activities provided to students receiving a PRS of more than 85%. Please be specific for each grade level and/or subgroup. Should be written in past tense and will continue. - Refer to any enrichment activity implemented prior to January 2, 2012 that will continue based on data which supports effectiveness. The Appendices begin with 3rd grade. You are encouraged to adapt appropriate strategies that may support enrichment activities for K-2's.

Students receiving a PRS of more than 85% were and will continue to be provided the following enrichment activities:

Kindergarten students received small group instruction through the implementation of a rotation schedule during the reading block. In these small groups students received differentiated instruction based on their needs. They also received instruction from technology programs such as *Ticket to Read*, *Riverdeep*, and *Waterford Early Reading Program*.

First and Second grade students received enrichment and acceleration through project based learning, and an increased use of programs such as *Quick Reads*, *Riverdeep*, *Time for Kids*, *Reading Plus*, and *Accelerated Reader*. Additionally, students receiving a PRS of more than 85% were encouraged to create books, write poetry and reading selections should be inclusive of a wide variety of reading types, including substantive poetry that uses imagery.

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).

When comparing the Baseline Assessment to the District Winter Interim Assessment, data indicates that there has been an increase in student achievement percentage points in grades 3-5.

In the **third grade**, when comparing the Baseline Assessment to the Winter Interim Assessment, the scores indicate that in the area of Reading, the overall student average increase by **6** percentage points and the level of proficiency increased by **26** percentage points. Within the four reporting categories, the category with the lowest overall average was in the **Literary Analysis Fiction/NonFiction**.

In the **fourth grade**, when comparing the Baseline Assessment to the Winter Interim Assessment, the scores indicate that in the area of in the area of Reading, the overall student average increase by **9** percentage points and the level of proficiency increased by **28** percentage points. Within the four reporting categories, **Literary Analysis Fiction/NonFiction** decreased by 3 percentage points and was the category with the lowest overall average.

In **fifth grade**, when comparing the Baseline Assessment to the Winter Interim Assessment, the scores indicate that in the area of In the area of Reading, the overall student average increase by **5** percentage points and the level of proficiency increased by **28** percentage points. Within the four reporting categories, **Informational Text/Research Process** decreased by **5** percentage points and was the category with the lowest overall average.

In third grade, the **White** subgroup demonstrated an increase of **24** percentage points in overall average score on the District Winter Interim Assessment when compared to the Baseline Assessment. In addition, the percentage of students at a proficiency level increased **30** percentage points.

In fourth grade, Students in the **White** subgroup demonstrated an increase of **10** percentage points in their overall average score on the District Winter Interim Assessment when compared to the Baseline Assessment. In addition, the percentage of students at a proficiency level increased by **22** percentage points.

In fifth grade, the **White** subgroup demonstrated an increase of **13** percentage points in their overall average score on the District Winter Interim Assessment when compared to the Baseline Assessment. In addition, the percentage of students at a proficiency level increased by **18** percentage points.

In third grade, the **Students with Disabilities** subgroup demonstrated an increase of **19** percentage points in overall average score on the District Winter Interim Assessment when compared to the Baseline Assessment. In addition, the percentage of students at a proficiency level increased **40** percentage points.

In fourth grade, Students in the **Students with Disabilities** subgroup demonstrated an increase of **10** percentage points in their overall average score on the District Winter Interim Assessment when compared to the Baseline Assessment. In addition, the percentage of students at a proficiency level increased by **12** percentage points.

In fifth grade, the subgroup **Students with Disabilities** demonstrated an increase of **17** percentage points in their overall average score on the District Winter Interim Assessment when compared to the Baseline Assessment. In addition, the percentage of students at a proficiency level increased by **27** percentage points.

(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

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(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 have contributed to the increase in the percentage of students achieving mastery in reading begin with the school-wide implementation of the Response to Intervention (RtI) and Florida Continuous Improvement Model (FCIM).

- After each major assessment, teachers in grades 3 through 5 were provided with *Edusoft* reports which delineated the progress of each grade and AYP subgroup. Teachers then used the school site data protocols to review the assessments with students and hold “Data Chats.” In each class, student groups were re-organized according to the deficiencies revealed by the data before specific benchmarks are addressed. If the need for extra reinforcement was evident, the student was recommended for the various tutorial opportunities available before and after school.
- Another strategy that has proven to be effective is the use of online applications such as *Reading Plus* which works on students’ silent reading fluency and is heavily monitored and *Successmaker* where students in grades 3 through 5 are assigned benchmarks that they are struggling to master.
- The promotion of reading is another strategy that has been quite helpful in raising reading scores. The utilization of programs such as *Accelerated Reader* and *STAR Assessments*, along with school-wide activities such as Family Literacy Nights and have all been instrumental in increasing students’ interest in reading.

In the **third grade**, teachers utilized content area and informational text such as *Time for Kids* along with charts and graphs to address the deficiencies in Category 4: Informational Text/Research Process.

Fourth grade teachers utilized informational text and content area vocabulary along with *SuccessMaker* to target deficiencies in Vocabulary and Category 4: Informational Text/Research Process. All **Fifth** grade classes utilized the content based materials to increase student proficiency.

(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.

Changes in the instructional focus will be through analysis of student performance data.

The changes to instruction, strategies, and/or school improvement activities, focusing on students who scored Level 1 and 2 on the 2011 FCAT, will be made prior to the 2012 FCAT in order to ensure that students reach proficiency. Intervention sessions will target student needs.

- Instructional planning will be adjusted to allow for an eight week focus on categories in preparation for the FCAT.
- Inclusion classrooms will have the assistance of co-teachers in their classrooms five days per week along with the assistance .
- The Success Academy will be held three times a week for all students and will provide support for the ELL subgroup in the areas of Vocabulary, Reading Application, and Informational Text/Research Process.
- Successmaker data will be utilized to

Impact on student proficiency will be based on data from the District Winter Interim Assessment and will drive instructional decisions.

(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 who scored Level 3 during the 2011 FCAT will be monitored using data from the *Edusoft* reports. This data will be analyzed by comparing growth from the Baseline to the District Winter Interim Assessments.

- Specific strategies such as before/after school tutorials as well as Success Academies will be implemented for those students identified as in need of assistance.

- Using District Winter Interim Assessment data to guide instruction, these sessions will focus on the re-teaching of non-mastered benchmarks. There will also be an increase in the amount of support for *Voyager* Intervention groups as a means of creating a smaller teacher to pupil ratio. Teachers will utilize *Edusoft* data in their to adjust instruction in order to meet students' needs. Additional software programs such as *SuccessMaker* and *Reading Plus* will be utilized to reinforce the strategies that are being taught.

Additionally, the following specific strategies aligned to the data will be implemented for the students who showed growth from Baseline to District Winter Interim Assessments:

- Students in **fourth grade** will receive emphasis on descriptive, idiomatic and figurative language as this will assist them in reading as well as writing, and

Students in **fifth grade** will focus Validity & Reliability, as this is still an area where students need instructional focus.

(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 who scored Level 4 and 5 during the 2011 FCAT will be closely monitored by gathering data from the *Edusoft* reports. This data will be analyzed to monitor their growth when comparing the Baseline to the District Winter Interim Assessments.

Project-based learning and enrichment strategies will be implemented with students maintaining proficiency. Based on Webb's Levels of Complexity, Moderate and High Complexity level questions as well as the Socratic Method will be frequently used with these students.

Additionally, these students will use the Houghton/Mifflin (HM) "Challenge" novels Leveled Readers in order to provide them with exposure to above grade level materials.

The following strategies will be implemented at specific grade levels:

- Students in **fourth grade** will utilize the Elements of Reading Vocabulary as a means to provide above grade level vocabulary instruction.
- Students in **fifth grade** will be exposed to poetry, an array of vocabulary, and a wide variety of literature through the implementation of Literature Circles.

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.

Third grade students demonstrated an increase of 19 percentage points in overall performance when comparing the District Winter Interim Assessment to the Baseline Assessment. Students in the White subgroup in third grade demonstrated an increase of 8 percentage points in average score. Students in the Black subgroup in third grade demonstrated an increase of 6 percentage points in average score. Students in the Hispanic subgroup in third grade demonstrated an increase of 6 percentage points in average score. Students in the English Language Learner (ELL) subgroup in third grade demonstrated an increase of 5 percentage points in average score. Students in the Students with Disabilities (SWD) subgroup in third grade also demonstrated an increase of 5 percentage points in average score.

Fourth grade students demonstrated an increase of 14 percentage points in overall performance when comparing the District Winter Interim Assessment to the Baseline Assessment. Students in the White subgroup in fourth grade demonstrated an increase of 10 percentage points in average score. Students in the Black subgroup in fourth grade demonstrated an increase of 7 percentage points in average score. Students in the Hispanic subgroup in fourth grade demonstrated an increase of 7 percentage points in average score. Students in the English Language Learner (ELL) subgroup in fourth grade demonstrated an increase of 5 percentage points in average score. Students in the Students with Disabilities (SWD) subgroup in fourth grade also demonstrated an increase of 6 percentage points in average score.

Fifth grade demonstrated an increase of 19 percentage points in overall performance when comparing the District Winter Interim Assessment to the Baseline Assessment. Students in the White subgroup in fifth grade demonstrated an increase of 6 percentage points in average score. Students in the Black subgroup in fifth grade demonstrated an increase of 5 percentage points in average score. Students in the Hispanic subgroup in fifth grade demonstrated an increase of 8 percentage points in average score. Students in the English Language Learner (ELL) subgroup in fifth grade demonstrated an increase of 6 percentage points in average score. Students in the Students with Disabilities (SWD) subgroup in fifth grade also demonstrated an increase of 2 percentage points in average score.

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.

After each major assessment, teachers in third through fifth grades are provided with custom group reports from *Edusoft* delineating the progress of each AYP subgroup. Teachers then review the assessments with students and hold "Data Chats." In each class, student groups are reorganized according to

deficiencies revealed by the data before specific benchmarks are addressed. If the need for extra reinforcement is evident, the student is recommended for the after-school tutorial.

Another strategy that has proven to be effective is the use of online applications such as *ThinkCentral*, *SuccessMaker*, *Gizmos*, and *FCAT Math Explorer*. Tied directly with the success students are experiencing in mathematics is the enrollment of the lowest 25% students in intervention classes as well as identified students participating in enrichment.

Professional development on differentiated instruction and best practices has also been elaborated on a grade level and schoolwide basis. Additionally, mathematics teachers in grades three through five have been effectively utilizing mini-benchmark assessment tests (BATs) to follow up quarterly assessment remediation.

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.

Prior to the administration of the FCAT 2.0 instructional strategies will be maintained as data comparing the Mathematics Baseline and mid-year assessments show students in grades three, four, and five demonstrated increases across the grade levels and all subgroups (White, Black, Hispanic, ELL, and SWD) in the areas of Number: Operations, Problems, and Statistics as well as in Number: Fractions. Those effective strategies include: after-school tutorial groups; the use of online applications such as *ThinkCentral*, *SuccessMaker*, *Gizmos*, and *FCAT Math Explorer*; the lowest quartile intervention classes; enrichment groups; ongoing professional development on differentiated instruction and best practices; and utilization of mini-BATs

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.

Following the District Winter Interim Assessment, data gathered from *Edusoft* reports will be analyzed and compared to the Baseline Assessment. Students who scored Level 4 and 5 during the 2012 FCAT and have not maintained or increased proficiency, will be provided with the following activities:

Differentiated Instruction will be provided to those students who have not maintained or increased proficiency.

Teachers will use open-ended questioning techniques that encourage student inquiry, encourage students to pose their own questions in order to evaluate the information presented, and make informed decisions about the information. These students will also be given opportunities to develop exploration and inquiry activities to maintain or increase an understanding of skills through hands-on experiences with grade level appropriate, real-life problems. Additionally, these students will be engaged in student-leveled enrichment materials in technology such as *Gizmos*, *Riverdeep* or the *National Library of Virtual Manipulatives* or *iTools* from *ThinkCentral* that include visual stimulus to develop conceptual understanding of numbers.

Mathematics teachers will also assign (differentiated instruction) skill-specific lessons to each student based on student needs for enrichment or remediation within *ThinkCentral* and in *SuccessMaker*. For ELL students, in *ThinkCentral*, teachers will also turn on the native-language feature.

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 third, fourth, and fifth grades shall participate in the Math Bowl, and in-house mathematics competition will continue among classrooms in order to maintain proficiency.

Particular attention will be provided to SWD who scored Level 4 and 5 during the 2012 FCAT. Following an analysis of the Baseline and District Winter Interim Assessment, students who have not maintained proficiency will receive push-in instruction from the SPED teachers.

Mathematics teachers will also assign (differentiated instruction) skill-specific lessons to each student based on student needs for enrichment or remediation within *ThinkCentral* and in *SuccessMaker*. For ELL students, in *ThinkCentral*, teachers will also turn on the native-language feature.

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.

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.

***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.

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.

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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.

Specific strategies and school improvement activities that have contributed to the increase in the percentage of students achieving mastery in writing include:

- The establishment of after school writing tutoring

- The school has implemented the District's Key to Effective Writing program. Teachers continue to use anchor papers and the 6-point rubric as instruments of instruction in the classroom;

- Spanish teachers have also begun to teach the writing process through the Spanish curriculum; and

- The ongoing professional development of teachers through programs, such as the "Writing Institute", has contributed to the rise in students' writing scores.

- Teachers have focused on conventions of standard English, varied sentence structure, punctuation and spelling.

- Teachers have stressed the use of details and their quality and have encouraged solid support to complete a cohesive writing piece. They have emphasized the usage of appropriate word choice and specificity.

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.

Fourth grade students who did not achieve FCAT Level 3.0 in the District Winter Interim Assessment, will be exposed to the following activities in order to ensure students achieve Adequate Yearly Progress (FCAT Level 3.0):

- Small group, push-in instruction will be provided on narrative and expository writing focusing on:
- Fourth grade rubric
- Four Components of Effective Writing: Focus, Organization, Support and Conventions
- Anchor papers
- *6 Traits of Writing*
- The use of mentor text to serve as a point for mini-lessons, i.e. the effective use of vivid verbs
- Focusing on Writer's Craft such as, developing strong leads, including meaningful details, utilizing strong word choice, using figurative language effectively and providing an ending that provides closure to the writing piece.

- Students in the **ELL** subgroup who did not receive a proficiency score on the Winter Interim Assessments will receive individualized pull-out instruction from the ESOL teacher
- Teachers will focus on vocabulary development and the use of writer's conference to aid in organization, teach a particular skill and/or model sentence structure.

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.

Fourth grade students who achieve FCAT Level 5.0 or above in the District Winter Interim Assessment will be exposed to the following activities in order to maintain proficiency and provide enrichment:

- Read passages and create summary questions;
- Write their views on current events before or after the events have been discussed in class;
- Critique written pieces (e.g., published works and student writings);
- Read and analyze different types of writing (e.g., biographies, science fiction, fantasies, historical accounts, speeches, and news reports);

- Write letters to explain views on a particular issue or to refute the views of another person;
- Write stories about real or imagined events;
- Write descriptions of how things look, smell, taste, sound, and feel;
- Write endings for unfinished fictional and nonfictional stories;
- Write personal anecdotes and incorporate them into writing that either explains or entertains; and/or
- Maintain subject-area writing portfolios or participate in a long-term writing project such as publishing a book.

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.

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.

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.

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.

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.

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
SuccessMaker Math	Three days per week	30 minutes per session	165 students	100% of students
After school Tutorial (Reading/ Math/Writing)	Three days per week	60 minutes per session	135 students	100% of students

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?

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 <i>MM/DD/YYYY</i>	Title of Professional Development	Instructional Need(s) Addressed	# of Teachers for which PD is Applicable	# of Teachers in Content Area	# of Teachers in Attendance
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Dr. Henry E. Perrine Academy of the Arts
(4381)
Form DA-2

2012-2013 Mid-Year Narrative Report-

02/13/2013	Rtl – FAIR Data Analysis	Disaggregating FAIR data (Reading FAIR data and setting aim lines for the school, by class, and by individual students)	17 Teachers	17 Teachers	14 Teachers
08/17/2012	Building Benchmark Computer-based Assessments	Developing computer-based mini-benchmark exams to target skills that have been taught	13 Teachers	13Teachers	8 Teachers

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 Rtl training focusing on developing DI lessons to address student needs on specific skills will be offered prior to FCAT 2.0.

Professional Development on explicit instruction and effective strategies for teaching Literary Analysis and Fiction and Non-Fiction will be provided.

End of Mid-Year Narrative Report