

# **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 the Progress Monitoring and Reporting Network (PMRN) School Success Zone Report indicate growth in Reading by the primary grade levels K-2 from Assessment Period 1 (AP1) to Assessment Period 2 (AP2). The data reveal that there has been an increase in the percentage of students achieving High Probability (HP) and Moderate Probability (MP), and only fourteen children in grades K-2 are currently scoring in the Low Probability (LP) range.

- In **kindergarten**, the percentage of students achieving HP increased from 67% to 83% from AP1 to AP2. Every subgroup (as defined by NCLB), showed substantial gains in Reading: the percentage of students achieving HP in the White subgroup increased from 68% to 85%, Hispanic from 68% to 83%, the Economically Disadvantaged (ED) subgroup also increased from

55% to 71%. Our Students with Disabilities (SWD) subgroup maintained 100% of students at HP.

- In **first grade**, the percentage of students achieving HP increased from 51% to 75% from AP1 to AP2. Two of our subgroups increased the percentage of students scoring HP; the White subgroup increased from 40% to 46%, and the Hispanic subgroup increased from 52% to 79%. The SWD subgroup maintained 14% at HP, while the ED subgroup decreased from 63% to 61% of students scoring HP.
- In **second grade**, the percentage of students scoring HP during AP2 increased from 44% to 47%. The White subgroup increased the percentage of students scoring HP, 44% at AP1 to 52% at AP2. The Hispanic and SWD subgroups both maintained the percentage of students at HP; the percent of Hispanic students scoring at HP for both AP1 and 2 is 45%; SWD maintained 20% of students scoring at HP. Both the ED and ELL subgroups decreased the percentage of students scoring at HP, ED fell by five percentage points, and ELL decreased by 10 percentage points.

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).

All grade levels showed growth in the percentage of students achieving a High PRS. We attribute this success to the following strategies:

- **Kindergarten** - Including whole group and small group learning, the use of manipulative objects, playing games, singing songs, rhyming chants and computer-based reading programs.
- **Grade 1** – Using flexible guided reading groups based on TDI results from AP1, and Success Maker.
- **Grade 2** – When planning for rigorous reading lessons teachers utilize Common Core State Standards and ensure students are being exposed to high quality text. Close Analytic Reads are also utilized during the 90 minute Reading Block along with a blend of foundational reading skills. Teachers use flexible guided reading groups based on TDI results from AP1, and follow district pacing guides

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.

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. Teaching is targeted at each student's zone of proximal development by routinely assessing each student's skills and taking note of the areas where the student needs additional support. This assessment has been done formally by FAIR or informally by teacher anecdotal records about each student's skills. This then helps to target instruction directly to the student's needs. Within the Success Maker program Custom Courses have been developed to target specific skill deficits.

In **kindergarten**, the utilization of Phonemic Awareness activities, tape-assisted reading, word wheels of word families, and word building with letter tiles to improve literacy skills will be employed to address deficiencies. Students in need of intensive remediation will participate daily for 30 minutes in Success Maker intervention including Customized Courses.

In **grade 1**, the utilization of tape-assisted reading, word wheels of word families, and word building with letter tiles to improve literacy skills will be employed to address deficiencies. Students in need of intensive remediation participate daily for 30 minutes in Success Maker intervention including Customized Courses.

In **grade 2**, Reading Comprehension data from FAIR (including current and target passage information) will be used to plan for both whole group and small group instruction. TDI data will be used to drill down to particular skill deficits to help teachers plan for the Teacher Led Center. This center will include skill-focused lessons and formal guided reading. Teachers will also graph aim lines for their students/classes to they can plot their expected and actual growth. This will help monitor student progress towards achieving grade-level expectations. Students in grade two who are in need of intensive intervention also participate in the Success Maker program for 30 minutes a day, this intervention also includes customized courses.

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.

In kindergarten, the percentage of students scoring greater than 85% on the Broad Diagnostic Inventory (BDI) increased from 68% to 83% during the second assessment period. On the Listening Comprehension portion of this screening, there was a 14 percentage point increase in the number of students who received perfect scores. In first grade, the percentage of students scoring greater than 85% increased from 51% to 74%. On the Reading Comprehension section, the percentage of students scoring "At or Above Target Passage" increased 13 percentage points from 72% to 85%. In second grade, the percentage of students scoring greater than 85% increased by three percentage points, from 44% to 46%. The percentage of students scoring "At or Above the Target Passage" increased from 64% to 76%.

The Tasks and Targeted Diagnostic Inventory (TDI) data may be misleading because students who meet expectations for a particular skill are usually not re-tested with this measure for that particular skill. With that understood, the data are as follows:

In kindergarten, the percent of students required to take the TDI who scored ME, increased from 38% to 70%, when comparing AP1 to AP2. In grade 1, the percent of students required to take the TDI who scored ME, decreased from 74% to 67%, when comparing AP1 to AP2. In grade 2, the percent of students required to take the TDI who scored ME decreased from 72% to 59%.

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.

In **kindergarten**, STAR Early Literacy is used to determine reading levels, and advanced students are given Accelerated Reader goals for enrichment. Students are also encouraged to utilize the Ticket to Read program at home.

In **first grade**, instruction is differentiated through guided reading groups to allow advanced students to progress into chapter books. Accelerated Reader is used to challenge students, and certificates as well as Book It awards are given to high achieving students. Additionally, Success Maker and Ticket to Read are used for enrichment. Reading Plus is also used for students whose instructional reading levels are 1.5 or higher.

In **second grade**, instruction is differentiated to stress higher order critical thinking skills through project-based learning and group work.

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**Form DA-2**

## **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 in Reading for grades 3-8.

In the **third grade**, 66% of students demonstrated proficiency in Reading on the District Winter Interim Assessment, an increase of 23 percentage points when compared to the Baseline Benchmark Assessment. The reporting category that showed the most growth was Informational Text/Research Process, gaining 40 percentage points, with Vocabulary also showing substantial growth of 29 percentage points, bringing up the percent proficient in Vocabulary to 80% overall. Within the four categories, the lowest percent proficient was in Literary Analysis Fiction/Non-Fiction at 52%; this reporting category has increased by seven percentage points since the Baseline was administered.

#### ***Current Performance by Subgroups not meeting AMO for Reading in 2012***

White – 83% proficient (up 38 percentage points from Baseline)

Hispanic – 60% proficient (up 17 percentage points from Baseline)



Economically Disadvantaged (ED) – 48% proficient (up 14 percentage points from Baseline)

English Language Learners (ELL) – 40% proficient (up 19 percentage points from Baseline)

Students With Disabilities (SWD) – 17% proficient (down three percentage points from Baseline; this may be attributed in part to the fact that the number of SWD in grade 3 has increased from five to seven since Baseline reporting).

In the **fourth grade**, students gained 20 percentage points in Reading on the District Winter Interim Assessment since the Baseline Benchmark Assessment; seventy-two percent of students are performing at or above proficiency overall. The reporting category that showed the most growth was Reading Application, gaining 37 percentage points; Seventy-nine percent of students demonstrated proficiency in this area. The Informational Text/Research Process reporting category provides the area with the greatest room for improvement at 39% proficient.

***Current Performance by Subgroups not meeting AMO for Reading in 2012***

White – 81% proficient (up 29 percentage points from Baseline)

Hispanic – 69% proficient (up 15 percentage points from Baseline)

Economically Disadvantaged (ED) – 66% proficient (up 19 percentage points from Baseline)

English Language Learners (ELL) – 53% proficient (up 12 percentage points from Baseline)

Students With Disabilities (SWD) – 50% proficient (up 21 percentage points from Baseline)

In the **fifth grade**, 58% of students demonstrated proficiency in Reading on the District Winter Interim Assessment, an increase of seven percentage points when compared to the Baseline Benchmark Assessment. The greatest strength for the grade level was the

reporting category of Vocabulary, with 77% testing proficient in this area, an increase of 12 percentage points since the Baseline administration. The area of greatest concern is Informational Text/Research Process wherein there was a decline of 32 percentage points in those scoring proficient, 27% overall.

***Current Performance by Subgroups not meeting AMO for Reading in 2012***

White – 78% proficient (up nine percentage points from Baseline)

Hispanic – 55% proficient (up 15 percentage points from Baseline)

Economically Disadvantaged (ED) – 66% proficient (up seven percentage points from Baseline)

English Language Learners (ELL) – 13% proficient (up 13 percentage points from Baseline. \*There are only eight ELLs in grade 5)

Students With Disabilities (SWD) – 13% proficient (same results as on Baseline. \*There are seven SWDs in grade 5)

In the **sixth grade**, 77% of students scored at or above proficiency overall, an increase of 30 percentage points in Reading on the District Winter Interim Assessment when compared to the Baseline Benchmark Assessment. The reporting categories that students performed best in were Vocabulary, with an average score of 8.7 (out of 11) and Reading Application, with an average score of 15.3 (out of 21). The reporting category showing the lowest average score was Informational Text/Research Process at 7.4 (out of 11); however, the average score in this reporting category has improved by approximately nine percentage points since the Baseline was administered.

***Current Performance by Subgroups not meeting AMO for Reading in 2012***

White – 90% proficient (up 38 percentage points from Baseline)

Hispanic – 75% proficient (up 27 percentage points from Baseline)

Economically Disadvantaged (ED) – 62% proficient (up 34 percentage points from Baseline)

English Language Learners (ELL) – 0% proficient (same results as on Baseline. \*There are seven ELLs in grade 6)

Students With Disabilities (SWD) – 67% proficient (up 42 percentage points from Baseline. \*There are nine SWDs in grade 6)

In the **seventh grade**, 94% of students scored at or above proficiency overall, an increase of 12 percentage points in Reading on the District Winter Interim Assessment when compared to the Baseline Benchmark Assessment. This is the strongest grade level in the school, with high scores across all reporting categories. The area with the greatest opportunity for improvement is Reading Application, although the average score was 14.5 (out of 18).

***Current Performance by Subgroups not meeting AMO for Reading in 2012***

White – 96% proficient (up 11 percentage points from Baseline)

Hispanic – 96% proficient (up 12 percentage points from Baseline)

Economically Disadvantaged (ED) – 93% proficient (up 20 percentage points from Baseline)

English Language Learners (ELL) – 100% proficient (same results as on Baseline. \*There is only one ELL in grade 7)

Students With Disabilities (SWD) – 83% proficient (up 15 percentage points from Baseline. \*There are six SWDs in grade 7)

In the **eighth grade**, 79% of students scored at or above proficiency level, an increase of 22 percentage points in Reading on the District Winter Interim Assessment when compared to the Baseline Benchmark Assessment. Although there was significant improvement in each reporting category, the most substantial growth was seen in the area of Literary Analysis Fiction/Nonfiction, which increased by almost 50 percentage points, with 81% of students now testing proficient in this area. The reporting category showing the greatest room for growth was Informational Text/Research Process with 72% proficient, although students have already increased performance in this area by 14 percentage points.

***Current Performance by Subgroups not meeting AMO for Reading in 2012***

White – 91% proficient (up 17 percentage points from Baseline)

Hispanic – 80% proficient (up 30 percentage points from Baseline)

Economically Disadvantaged (ED) – 71% proficient (up 21 percentage points from Baseline)

English Language Learners (ELL) – 0% proficient (same results as on Baseline. \*There is only one ELL in grade 8)

Students With Disabilities (SWD) – 43% proficient (up 29 percentage points from Baseline. \*There are seven SWDs in grade 8)

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

**or**

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

Specific strategies and school improvement activities that have contributed to the increase in the percentage of students achieving mastery in reading begin with the schoolwide implementation of the Response to Intervention (RtI). Professional development has been provided to support teachers in planning and delivering targeted and effective instruction at every Tier.

After each major assessment, teachers in **grades three through eight** reviewed *Edusoft* reports during grade level and team meetings to discuss the benchmarks that students struggled with the most, and how to go back and re-teach in both whole group instruction as well as teacher-led centers. In each class, student groups were re-organized according to the deficiencies revealed by the data before specific benchmarks are addressed. Teachers then used the school site data protocols to review the assessments and hold “Data Chats” with students.

Teachers in **grades three through eight** also cite as a successful strategy the use of schoolwide Learning Logs to encourage students to be able to take a more active role in their own learning. Additionally, Wordly Wise has been added to our language arts program in grades three through five to improve the vocabulary development.

(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 **grade three**, to reinforce the concepts needed to improve understanding of Literary Analysis Fiction/Non-Fiction, use of the following strategies will be increased:

- graphic organizers;
- concept maps;
- open compare/contrast;
- signal or key words (e.g., *since, because, after, while, both, however*); and
- encouraging students to read from a wide variety of texts.

In **grades four, five, six, and eight**, to address the deficiency in Informational Text/Research Process, use of the following strategies will be increased:

- opinion proofs;
- question-and-answer relationships;
- note-taking skills;
- summarization skills;
- questioning the author;
- encouraging students to read from a wide variety of texts

To continue to build vocabulary as we transition to Common Core State Standards, use of the following strategies will be increased:

- Study of word etymologies, including Greek and Latin roots and prefixes and suffixes;
- Deciphering context clues;
- Review of words with multiple meanings;
- Review parts of speech (the questions students missed involve using a particular word as a noun in one sentence and a verb in another);
- Utilize Reading Plus (Cloze Plus is vocabulary practice);
- Assign FCAT Explorer;
- Continue using Wordly Wise as a supplement to the language arts program.

(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 **grade three**, students will increase their skills in utilizing text features (subtitles, headings, charts, graphs, diagrams, etc) to locate, interpret and organize information.
- In **grade four**, student will use how-to articles, brochures, fliers and other real-world documents to identify text features (subtitles, headings, charts, graphs, diagrams, etc) and to locate, interpret and organize information.
- For **grades five through eight**, teachers will use biographies, diary entries, poetry, and drama to teach students to identify and interpret elements of story structure within and across texts.

(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 **grades three through eight**, the activities designed for students scoring FCAT Levels 4 or 5 to maintain above level proficiency and provide enrichment for students maintaining proficiency are as follows:

- Based on Webb's Levels of Complexity, Moderate and High Complexity level questions will be used;
- Socratic Method will be frequently used with these students;
- Project-based learning;

- Incorporate the use of FCAT task cards to reinforce question stems;
- Students in **grades three through five** will use the Houghton Mifflin “Challenge” novels leveled readers in order to provide exposure to above grade level materials.
- Secondary students will continue to be challenged through rigorous coursework across the curriculum with an emphasis on highly analytical critical thinking, close reading of complex text, and developing language and composition to effectively respond to a variety of texts, in a variety of modes, using Pre-AP structures.

## **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.

When comparing the Baseline Assessment to the District Winter Interim Assessment, data indicates that there has been an increase in student achievement in Mathematics for grades 3-8.

In the **third grade**, 42% of students demonstrated proficiency in Mathematics on the District Winter Interim Assessment, an increase of 35 percentage points from the Baseline Benchmark Assessment. The discrepancy between reading and math performance among third grade students may, in part, be attributed to the fact that teachers must often go back and re-teach important mathematical concepts, which may cause them to temporarily fall behind the Pacing Guide prior to Interim testing. Of the reporting categories, only two were tested in this administration. The lowest percent proficient was in Fractions at 31%; the reporting category of Number: Operations, Problems, and Statistics improved by 42 percentage points, although the percent proficient is still



at only 47%.

***Current Performance by Subgroups not meeting AMO for Mathematics in 2012***

Black – 38% proficient (up 38 percentage points from Baseline. \*There are 11 Black students in grade 3)

Economically Disadvantaged (ED) – 21% proficient (up 19 percentage points from Baseline)

English Language Learners (ELL) – 25% proficient (up 25 percentage points from Baseline)

Students With Disabilities (SWD) – 33% proficient (up 33 percentage points from Baseline. \*There are 7 SWD in grade 3).

In the **fourth grade**, 38% of students demonstrated proficiency in Mathematics on the District Winter Interim Assessment, an increase of 34 percentage points over the Baseline Benchmark Assessment. The discrepancy between reading and math performance among fourth grade students may, in part, be attributed to the fact that teachers must often go back and re-teach important mathematical concepts, which may cause them to temporarily fall behind the Pacing Guide prior to Interim testing. Of the reporting categories, only two were tested in this administration; both of these categories yielded significant improvement from the Baseline to Winter Assessments, although both also will receive additional attention prior to FCAT. Forty percent of fourth grade students scored proficient in Number: Operations and Problems, up from 12% at Baseline, and 38% scored proficient in Base Ten & Fractions, up from 4%.

***Current Performance by Subgroups not meeting AMO for Mathematics in 2012***

Black – 22% proficient (up 22 percentage points from Baseline. \*There are 15 Black students in grade 4)

Economically Disadvantaged (ED) – 36% proficient (up 34 percentage points from Baseline)

English Language Learners (ELL) – 29% proficient (up 29 percentage points from Baseline)

Students With Disabilities (SWD) – 11% proficient (up 11 percentage points from Baseline. \*There are 9 SWD in grade 4)

In the **fifth grade**, 37% of students demonstrated proficiency in Mathematics on the District Winter Interim Assessment, an increase of 32 percentage points over the Baseline Benchmark Assessment. The discrepancy between reading and math performance among fifth grade students may, in part, be attributed to the fact that teachers must often go back and re-teach important mathematical concepts, which may cause them to temporarily fall behind the Pacing Guide prior to Interim testing. Each reporting category yielded improvement from the Baseline to Winter Assessments, although all three categories will receive additional attention prior to FCAT. Twenty-one percent of fifth grade students scored proficient in Number: Base Ten & Fractions, up from 19% at Baseline; 58% scored proficient in Expressions, Equations & Statistics, up from 3%; and 63% scored proficient in Geometry and Measurement, up from 11%.

***Current Performance by Subgroups not meeting AMO for Mathematics in 2012***

Black – 12% proficient (up 12 percentage points from Baseline. \*There are 17 Black students in grade 5)

Economically Disadvantaged (ED) –26% proficient (up 24 percentage points from Baseline)

English Language Learners (ELL) – 0% proficient (same as Baseline. \*There are 8 ELL students in grade 5)

Students With Disabilities (SWD) – 13% proficient (same as Baseline. \*There are 7 SWD in grade 5)

In the **sixth grade**, 58% of students demonstrated proficiency in Mathematics on the District Winter Interim Assessment, an increase of 58 percentage points over the Baseline Benchmark Assessment. The discrepancy between reading and math performance among fifth grade students may, in part, be attributed to the fact that teachers must often go back and re-teach important mathematical concepts, which may cause them to temporarily fall behind the Pacing Guide prior to Interim testing. The only reporting category tested on the Winter Grade 6 Math Interim was Fractions, Ratios/Proportional Relationships, and Statistics. The average score in this area increased from 6.4 (out of 20) to 21.7 (out of 40).

***Current Performance by Subgroups not meeting AMO for Mathematics in 2012***

Black – 33% proficient (up 33 percentage points from Baseline. \*There are 9 Black students in grade 6)

Economically Disadvantaged (ED) –44% proficient (up 44 percentage points from Baseline)

English Language Learners (ELL) – 0% proficient (same as Baseline. \*There are 7 ELL students in grade 6)

Students With Disabilities (SWD) – 33% proficient (up 33 percentage points from Baseline. \*There are 9 SWD in grade 6)

In the **seventh grade**, 68% of students demonstrated proficiency in Mathematics on the District Winter Interim Assessment, an increase of 61 percentage points over the Baseline Benchmark Assessment. Two reporting categories were tested, and students showed improvement in both. The average score in Ratios/Proportional Relationships was 20.2 (out of 36); the average score in Statistics and Probability was 7.7 (out of 11).

***Current Performance by Subgroups not meeting AMO for Mathematics in 2012***

Black –67% proficient (up 67 percentage points from Baseline. \*There are 9 Black students in grade 7)

Economically Disadvantaged (ED) –62% proficient (up 47 percentage points from Baseline)

English Language Learners (ELL) – 100% proficient (up 100 percentage points from Baseline. \*There is 1 ELL student in grade 7)

Students With Disabilities (SWD) – 50% proficient (up 50 percentage points from Baseline. \*There are 6 SWD in grade 7)

In the **eighth grade**, 19% of the 43 students enrolled in M/J Mathematics Course 3 demonstrated proficiency in Mathematics on the District Winter Interim Assessment, an increase of 17 percentage points over the Baseline Benchmark Assessment.

***Current Performance by Subgroups not meeting AMO for Mathematics in 2012***

Black –0% proficient (same as Baseline. \*There are 6 Black students in grade 8)

Economically Disadvantaged (ED) –6% proficient (up 6 percentage points from Baseline)

English Language Learners (ELL) – 0% proficient (same as Baseline. \*There is 1 ELL student in grade 8)

Students With Disabilities (SWD) – 33% proficient (up 33 percentage points from Baseline. \*There are 6 SWD in grade 8).

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 the elementary gifted classes, departmentalization has allowed subject area experts to emerge as both leaders in their grade level and math liaisons for the whole school; this has helped math teachers to provide thoughtful planning for in-depth instruction that addresses specific deficiencies.

Teachers at all grade levels review assessment data through grade level meetings in order to brainstorm effective ways to re-teach complex material, and differentiate instruction for all levels of learners. This data helps target instruction for both whole group and small group instruction.

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.

- Students in **grade three** will utilize *SuccessMaker* with greater fidelity and develop an understanding of fractions and fraction equivalence;
- Students in **grade four** will utilize technology to relate fractions to decimals and percents; generate equivalent fractions and simplify fractions;
- Students in **grade five** will utilize *SuccessMaker* with greater fidelity and describe real-world situations using positive and

negative numbers;

- Students in **grade six** will be given opportunities to explain and justify procedures for multiplying and dividing fractions and decimals; to use visual models to explain multiplication and division of fractions; and number lines and circle graphs to model the concept of dividing fractions, as well as mixed numbers;
- Students in **grade seven** will be given opportunities to add, subtract, multiply, and divide integers, fractions, and terminating decimals, and perform exponential operations with rational bases and whole number exponents including solving problems in everyday contexts. Additionally, students will use Riverdeep FCAT Camp in order to have benchmark specific reinforcement. They will also use manipulatives and real world scenarios (budgets) to develop meanings for integers and related vocabulary; and represent and compare quantities with them;
- Students in **grade eight** will make reasonable approximations of square roots and mathematical expressions that include square roots, and use them to estimate solutions to problems and to compare mathematical expressions involving real numbers and radical expressions. Daily problem-solving through Holt materials including *Apply It*, *Focus on Sunshine State Standards: Benchmark Tests for Grade 8*, and Online Tests and Quizzes are being used. Additionally, students will use Riverdeep FCAT Camp in order to have benchmark specific reinforcements.
- Students in **grades three through eight** will practice visual and graphic descriptions of problems - Present graphic depictions of problem-solving with multiple examples. Have students practice using their own graphic organizers with specific guidance on which visuals to select and why;
- Students in **grades three through eight** will practice Student Think-Alouds - Students verbalize thinking by talking, writing, or drawing steps used in solving problems. Effective because the impulsive approach to problem-solving taken by many students with mathematical difficulties is curbed;
- Teachers in **grades three through eight** will provide systematic and explicit instruction wherein the teacher demonstrates specific strategy for a problem type. Many students struggle with basic mathematical procedures which limits their ability to solve the more complex problems in which basic procedures are embedded.

Specific strategies that will be used to target students in all subgroups that scored Level 1 or 2 on the 2012 Math FCAT will include in-house intervention, after school tutorials utilizing hands-on manipulatives and cooperative learning. Using District Winter Interim Assessment data to guide instruction, the school tutorial sessions are strictly for the re-teaching of non-proficient benchmarks. Teachers will also utilize peer-assisted learning; This will help students by encouraging them to think aloud while they work by sharing their thinking with a peer. This also slows down those students who try too quickly and impulsively to solve problems without devoting adequate attention to thinking about what mathematical concepts and principles are required for the solution.

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.

Using data from District Assessments, the following strategies will be used for students scoring FCAT Level 3 to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5):

**Grades three through eight**

- POTDs (Problems of the Day) focus on strategic competence through both repetition and exposure to non-routine problems;
- Cooperative groups encourage efficient mathematical dialogue and perseverance in problem-solving;
- Holt *Focus on Sunshine State Standards: Intervention* and *Test Prep Doctor* for remediation of specific benchmarks;
- Holt *Vocabulary Strategies* for math vocabulary enhancement (especially helpful for ELL students and those with reading deficiencies);
- FCAT Explorer for review/reinforcement of specific benchmarks;
- ETA Cuisenaire will be used to conceptualize abstract concepts;

- Riverdeep for frontloading or reinforcement of specific benchmarks.

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

The activities designed for students scoring FCAT Levels 4 or 5 to maintain above level proficiency and enrichment include the following:

**Grades three through eight**

- Use of guided math groups for differentiated instruction;
- Peer tutors and pairings;

**Grades three through five**

- Sumdog is used to compete with students throughout the school and nationwide; students receive rankings and earn points as they work through complex problems;
- Project-based learning;
- *STAR Math*

**Grade five**

- Promethean Board to provide technology-based lessons from *Think Central* and Scholastic's *Study Jams*

**Grades six and seven**

- Project-based learning
- Above grade level texts
- Guided brain-teasers

**Grade eight**

- Problem-solving or Practice level “C” worksheets – Holt materials (above grade level);
- POTDs that include relevant exercises from Algebra I Honors series and MathCounts Club Program;
- NRICM Mathematics website;
- NCTM performance based tasks that can be completed in small groups;
- *Riverdeep*

**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.

There are 28 eighth grade students enrolled in the Honors Algebra 1 course. Nineteen percent of these students demonstrated proficiency District Winter Interim Assessment, an increase of 15 percentage points over the Baseline Benchmark Assessment.

***Current Performance by Subgroups not meeting AMO for Mathematics in 2012***

Black – NA



Economically Disadvantaged (ED) –17% proficient (up 17 percentage points from Baseline \*There are 4 ED students in Alg 1)

English Language Learners (ELL) – NA

Students With Disabilities (SWD) – 0% proficient (same as Baseline. \*There 1 SWD in Alg 1).

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.

The following differentiation/strategies will be employed to help prepare for the upcoming Algebra 1 EOC:

- Utilize data from Pearson *Success Tracker* reports help create 3 flexible groups in class and automatically prescribe remediation when necessary;
- Use of scaffolding to guide struggling student group in their development of specific problem-solving skills (*Think About a Plan*);
- Assign benchmark assessments from *Focus Achieves* for additional data on mastery;
- Using Mangahigh to motivate students to compete for medals

**\*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.

NA

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.

NA

## **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.

NA

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.

NA

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.

NA

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.

NA

## **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.

NA

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.

NA

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.

NA

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.

NA

**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.

NA

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.

NA

**EXTENDED LEARNING**

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

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

<i>Activity</i>	<i>Frequency (e.g., # of times per week, month, etc.)</i>	<i>Duration (e.g., # of minutes, hours, etc.)</i>	<i>Total # of Level 1, 2, and 3 Students in the School</i>	<i>% of Level 1, 2, and 3 Students Participating</i>
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NA				
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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?

NA
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**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.*

<i>Date</i> <i>MM/DD/YYYY</i>	<i>Title of Professional Development</i>	<i>Instructional Need(s) Addressed</i>	<i># of Teachers for which PD is Applicable</i>	<i># of Teachers in Content Area</i>	<i># of Teachers in Attendance</i>
8/16/2013	Common Core	Reading and Math	56	41	56
9/5/2013	Writing Across Content Areas	Writing	56	41	50
10/3/2013	Reading and Writing	Reading and Writing	56	41	52
10/26/2013	Common Core	Reading and Math	56	40	52
11/6/2013	Writing Process	Reading and Writing	56	40	54
2/1/2013	Rtl Overview	Reading and Math	55	40	54
2/1/2013	Tier 1 and the 90 Minute Reading Block	Reading	56	40	54

2/1/2013	Tier 2 and SuccessMaker Progress Monitoring	Reading	56	40	54
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Based on the baseline and mid-year data, describe the additional professional development activities that will be offered before the FCAT 2.0 to help teachers increase student performance.

On March 5<sup>th</sup>, we will have a PD that addresses the bottom 25% in reading and math, including how to provide additional support to these students prior to the FCAT administration.

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*End of Mid-Year Narrative Report*