

# **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.

In reporting FAIR results for High Probability of Reading Success in each subcategory are as follows: White from 51.7% to 57.7%, Black/African American 66 to 64.2%, Hispanic 71.9-72.3%, Asian 37.3-25%, and ELL 48-40%.

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).

Teachers are being trained and school is using Common Core Standards and 21<sup>st</sup> Century teaching and learning in the classrooms to facilitate learning.

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.

Through the Response to Intervention program, Students are receiving additional small group instructions in the area of reading to accelerate reading growth as needed.

**Coconut Palm Elementary**  
**3741**  
**Form DA-2**

**2012-2013 Mid-Year Narrative Report-**

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.

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.

Common Core Standards and 21<sup>st</sup> century learning are used in the classrooms. Student lessons are Project based and students are working collaboratively in small groups.

## **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).

Based on the Benchmark Assessment in Reading 2012, 67% of students showed satisfactory scores, which was an increase of 5 percentage points from 2011. The subgroups that showed improvements include Asian 69% satisfactory (1 percentage point increase from 2011), Black/African American 62% (3 percentage point increase from 2011), Hispanic 71% (9 percentage point increase from 2011), White 76% satisfactory ( 3 percentage point increase from 2011), English Language Learners 58% satisfactory (22 percentage point increase from 2011), Economically disadvantaged 59% satisfactory ( 3 percentage point increase from 2011), Hispanics 71% satisfactory (6 percentage point increase from 2011), and Students with disabilities 34% satisfactory (14 percentage point increase from 2011), The SWD subgroup was the only one that did not meet the AMO target percentage of 41 but did show significant gains.

(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).

Reading lessons are intra-curricular, using reading, math, science, and technology to solve real life problems, students receive differentiated instructions using alternative programs outlined in the struggling readers chart.. Students use grade appropriate materials that include vocabulary maps, interactive word walls, vocabulary connection books, Time for Kids and Accelerated reader. Utilizing higher order questioning techniques such as Blooms Taxonomy, teacher acting as facilitator to student led small groups, and students participating in cooperative groups for learning.

**April 2011**

**Rule 6A-1.099811**

**Revised October 31, 2012**

(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.

All Students who scored a 1 or 2 on FCAT 2012 can participate in free tutorial camp and can, in collaboration with Sunshine aftercare, participate in additional FCAT tutorial camps in aftercare.

(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.

Sunshine Aftercare will provide free FCAT tutoring during their program after school

(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.

Sunshine Aftercare will provide free FCAT tutoring during their program after school, Teachers will be utilizing higher order questioning techniques such as Blooms Taxonomy, teacher acting as facilitator to student led small groups, and students participating in cooperative groups for learning. They will use common core standards and 21<sup>st</sup> century teaching to enrich learning.





## **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.

Based on the Benchmark Assessment in math 2012, 65% of students showed satisfactory scores, which was an increase of 1% from 2011. The subgroup where declines occurred includes black/African American 55% satisfactory (2 percentage point decrease from 2011). The subgroups that showed improvements include Asian 86% satisfactory (10 percentage point increase from 2011), White 78% satisfactory (5 percentage point increase from 2011), English Language Learners 58% satisfactory (14 percentage point increase from 2011), and Students with disabilities 38% satisfactory (18 percentage point increase from 2011), Economically disadvantaged 57% satisfactory (1 percentage point increase from 2011). Hispanics 67% satisfactory remained the same as of 2011. All subgroups have met AMO target except Black/African American, Hispanic and Economically disadvantaged.

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.

ELL subgroup strategies for improvement included teacher modeling, SWD subgroup strategies for improvement included teacher modeling of question stems/distractors as well as cooperative groups, EDD subgroups strategies for improvement included daily math application word problems as part of the daily opener, teacher led small groups with higher order questions technique activities. Asian, White, Hispanic subgroup strategies included print rich environments with math vocabulary and key words from item test specification in daily instruction, math wiki and real life problem solving skills. All subgroups participated in quarterly data chats with administration as well as grade level walk throughs with feedback to assure satisfactory 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.

For subgroups not meeting AMO (Black/African American, Hispanic and English Language Learners), Coconut Palm has partnered with Sunshine Aftercare (housed at Coconut Palm) to offer additional math tutoring, increased math offerings for school FCAT camp, added additional support for double and triple

dosing of math strategies, ordered additional common core math instructional materials. For the ELL subgroup Coconut Palm has hired a Title 3 Bilingual certified Teacher Assistant to support the students. Teachers are being trained and using Common Core Strategies and 21<sup>st</sup> century teaching to facilitate learning within the classroom.

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.

At Coconut Palm, we will continue to reinforce and enrich math concepts by incorporating the use of various technology programs, math manipulatives, learning centers, hands-on activities, and written practice of grade level material. Coconut Palm has also ordered additional Common Core math instructional materials for the classrooms.

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

At Coconut Palm, we will continue to enrich math concepts by incorporating the use of various technology programs, curriculum acceleration and family math night in an effort to foster holistic learning. Coconut Palm has also ordered additional Common Core math instructional materials for the classrooms.

**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.

--

## **WRITING**

### **Writing Data Analysis**

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the grade levels or subgroups in which improvements or declines have occurred.

All students were 88% satisfactory in writing on the 2012 Benchmark assessment. The following are percentages for each subgroup: 91% Black/African American, 86% Hispanic, 100% white, 61% ELL, 63% SWD, 83% Economically disadvantaged.

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.

**Implement the use of word banks, vocabulary through content areas, school wide weekly vocabulary challenges, weekly vocabulary maps, interactive word walls, and daily embedded vocabulary instruction through various reading programs. Teach students to use writing frames to both create and dissect various writing essays within the classroom and during the writing seminars. Show anchor papers that students can use as demonstrations of proper grammar usage. Utilize Treasures (grammar) to teach students the proper concepts of grammar. Teach students the rules of phonics and phonemic awareness through the spelling lists provided weekly in Treasures.**

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.

At Coconut Palm, we have experienced increases in our writing scores by implementing a monthly writing seminar. All fourth grade students attend this monthly seminar during the school day. The writing seminar includes sharing of best practices and guided modeling of essays with guest speakers to include the principal, reading coach and fourth grade team leader. We are targeting 4.0 and above in the current and anticipated

level of performance.

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.

At Coconut Palm, we have experienced increases in our writing scores by implementing a monthly writing seminar. All fourth grade students attend this monthly seminar during the school day. The writing seminar includes sharing of best practices and guided modeling of essays with guest speakers to include the principal, reading coach and fourth grade team leader. We are targeting 4.0 and above in the current and anticipated level of performance.

## **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)).

<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>
Sunshine Aftercare FCAT Camp for reading/math/writing by CPE teachers	10 week program 2 times per week	1 hour per session	N/A	45

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.*

<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>
----------------------------------	--	--	---	--------------------------------------	------------------------------------

**Coconut Palm Elementary**  
**3741**  
**Form DA-2**

**2012-2013 Mid-Year Narrative Report-**

Bi-monthly	Professional Learning Community	Math	12	12	12
Bi-monthly	Professional Learning Community	Reading	12	12	12
Bi-monthly	Professional Learning Community	Science	12	12	12
Bi-monthly	Professional Learning Community	Writing	13	13	13
Bi-monthly	Professional Learning Community	ESE	10	10	10

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.

Continuation of Professional Learning communities bi-monthly.

*End of Mid-Year Narrative Report*