

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 the Assessment Period 2 (APO2). 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) and a decrease of students achieving Moderate Probability (MP). The percentage of students that scored HP was 58.2% (229 students) in AP1 as compared to 71.7% (287 students) in AP2. The percentage of students that scored MP was 39.5% (170 students) in AP1 as compared to 25.5% (112 students) in AP2. The percentage of students that scored LP was 2.2% (10 students) in AP1 as compared to 2.7% (12 students) in AP2.

In Kindergarten there was an increase of .4 percentage points in the students achieving HP there was a decrease in students achieving MP of .4 percentage points and our LP percentage points remained the same at .8. In Kindergarten our LP category indicates the Hispanic Subgroup 1 (1.6%), ED 1 (2.3%) and ELL 1 (6.7%). The MP category indicates White: 9 (14.3%), Black or African American: 0, Hispanic: 10 (16.7%), Asian: 1 (50%),SWD: 1 (25%) and ED: 7 (15.9%). In the HP category White: 54 (85.7%), Black or African American: 1 (100%), Hispanic:49 (81.7%), Asian:1 (50%), SWD: 2 (75%) and ED: 36 (81.8%)

In First Grade there was an increase of 27 percentage points in the students achieving HP there was a decrease in students achieving MP of 27.9 percentage points and our LP percentage points increased by .8. In First grade our LP category indicates White: 0, Black or African American: 0, Hispanic: 1 (1.6%), Asian: 0, SWD: 0 and ED: 1 (2.3%). The MP category indicates White: 7 (13.2%), Black or African American: 1 (20%), Hispanic: 9 (11.1%), Asian: 0, SWD: 1 (100%) and ED: 8 (18.6%). In the HP category White:46 (86.8%), Black or African American:4 (80%), Hispanic:55 (87.3%), Asian:1 (100%), SWD: 0 and ED: 34 (79.1%).

In Second Grade there was an increase of 13.1 percentage points in the students achieving HP there was a decrease in students achieving MP of 13.9 percentage points and our LP percentage points increased by .7. In Second grade our LP category indicates White: 1 (1.4%), Black or African American: 0, Hispanic: 8 (10%), Asian: 0, SWD: 0 and ED: 7 (11.9%). The MP category indicates White: 28 (40.6%), Black or African American: 0, Hispanic: 47 (58.8%) Asian: 1 (33.3%), SWD: 3 (75%) and ED: 28 (47.5%). The HP category indicates White:40 (58%), Black or African American: 2 (100%), Hispanic: 25 (31.2%) Asian: 2 (66.7%), SWD: 1 (25%) and ED: 24 (40.7%).

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).

Data gathered from PMRN reports indicate:

In Kindergarten there was an increase of .4 percentage points in the students achieving HP there was a decrease in students achieving MP of .4 percentage points and our LP percentage points remained the same at .8. Increases in Kindergarten were noted due to the implementation of Differentiated Instruction through Teacher Led Centers. The use of daily interventions incorporated into the teacher schedule utilizing Voyager Passport have also contributed to student gains. Concepts of print, phonological awareness and phonics instructions were provided within whole group and small group instruction provided by the classroom teachers.

In First Grade there was an increase of 27 percentage points in the students achieving HP there was a decrease in students achieving MP of 27.9 percentage points and our LP percentage points increased by .8. Increases in First Grade were noted due to the implementation of Differentiated Instruction through Teacher Led Centers. The use of daily interventions incorporated into the teacher schedule utilizing Voyager Passport and SuccessMaker have also contributed to student gains.

In Second Grade there was an increase of 13.1 percentage points in the students achieving HP there was a decrease in students achieving MP of 13.9 percentage points and our LP percentage points increased by .7. Increase in Second Grade were noted due to the implementation and use of daily interventions incorporated into the teacher schedule utilizing Voyager Passport, SuccessMaker, Task Cards and High Order questioning have contributed to student gains.

The English Language Learner (ELL) subgroup showed increase of 5.1 percentage points of students achieving HP and a decrease of 5.1 percentage points by utilizing computerized programs such as SuccessMaker, RiverDeep and Ticket to Read.

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, First and Second Grade achieving Moderate PRS will receive an additional 10 minutes of Small Group Instruction. Students will be grouped according to their needs as identified by the Targeted Diagnostic Inventory and Broad Diagnostic Inventory. Students receiving a Low PRS will receive individualized instruction utilizing activities from the Florida Center for Reading Research.

Form DA-2

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.

KINDERGARTEN:

TDI: AP1 12% of students scored 85% or above

TDI: AP2 77% of students scored 85% or above

BDI: AP1 83% of students scored 85% or above

BDI: AP2 84% of students scored 85% or above

FIRST GRADE:

TDI: AP1 75% of students scored 85% or above

TDI: AP2 76% of students scored 85% or above

BDI: AP1 60% of students scored 85% or above

BDI: AP2 87% of students scored 85% or above

SECOND GRADE:

TDI: AP1 74% of students scored 85% or above

TDI: AP2 61% of students scored 85% or above

BDI: AP1 32% of students scored 85% or above

BDI: AP2 45% of students scored 85% or above

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.

Students in Kindergarten through Second grade achieving a PRS of more than 85% will be placed in a "High" group rotation schedule that allows for small

group enhanced individualized instruction provided by the teacher.

Form DA-2

READING

Grade 3 – Grade 8

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.

According to the Winter Interim Assessments the following progress has been made:

3rd Grade – Most subgroups demonstrated gains when reviewing our Mid-Year data reports overall there was a gain of five percentage points (77 students) in the percent proficiency category. White 67% (39) increased 15% points; Black 40% (2) stayed consistent; Hispanic 44% (35) decreased 2% points; Asian 33% (1) an increase of two additional students decreased our score by 67% points; ED: 33% (22) decreased 3% points, ELL 39% (19) increased 8% points and SWD 33% (3) increased 11% points. After further analysis our Hispanic sub population with 33% (26) points and our ED sub population with 20% (13) were targeted as needing improvement in the Literary Analysis Fiction/Nonfiction category. Our Asian sub population was also targeted as needing improvement in the Reading Application category 33% (26) and in the Literary Analysis Fiction/Nonfiction category 0% (0).

4th Grade – Most subgroups demonstrated gains when reviewing our Mid-Year data reports overall there was a gain of twenty one percentage points (129 students) in the percent proficiency category.; FCAT Level 1, 10% (1) increased 10% points; FCAT Level 2, 52% (11) increased 47% points; FCAT Level 3, 78% (28) increased 39% points; FCAT Level 4, 98% (56) increased 14% points; FCAT Level 5, 100% (25) increased 8% points; White 84% (52) increased 25% points; Black 83% (5) increased 50% points; Hispanic 75% (69) increased 14% points; Asian 50% (1) increased 50% points; ED: 66% (47) increased 18% points, ELL 50% (20) decreased 6% points and SWD 57% (4) decreased 3% points. Our ELL sub population with 33% (13) points and our SWD sub population with 29% (2) were targeted as needing improvement in the Informational Text/Research Process.

5th Grade – After reviewing our Mid-Year data reports there was an overall gain of three percentage points (114 students) in the percent proficiency category. FCAT Level 1, 0% (0) stayed consistent; FCAT Level 2, 4% (1) increased 1% point; FCAT Level 3, 36% (8) increased 10% points; FCAT Level 4, 88% (30) increased 15% points; FCAT Level 5, 100% (18) stayed consistent; White 57% (28) increased 3% points; Black 33% (1) decreased 17% points; Hispanic 47%

(33) increased 3% points; Asian 0% (0) stayed consistent; ED: 31% (17) increased 5% points, ELL 24% (5) increased 12% points and SWD 33% (3) stayed consistent. Our Black sub population was targeted as needing improvement in the Reading Application category 33% (1) and in the Literary Analysis Fiction/Nonfiction category.

6th Grade – All subgroups demonstrated gains when reviewing our Mid-Year data reports. Overall there was a gain of twenty nine percentage points (149 students) in the percent proficiency category. FCAT Level 1, 14% (1) increased 14% points; FCAT Level 2, 20% (3) increased 13% point; FCAT Level 3, 57% (27) increased 37% points; FCAT Level 4, 85% (40) increased 41% points; FCAT Level 5, 100% (25) increased 23% points; White 79% (49) increased 30% points; Black 100% (4) increased 50% points; Hispanic 55% (44) increased 26% points; Asian N/A; ED: 58% (43) increased 29% points, ELL 53% (9) increased 28% points and SWD 40% (4) increased 17% points. Our FCAT Level 2 sub population was targeted as needing improvement in the Informational Text/Research Process 20% (3) and our ELL sub population was targeted as needing improvement in the Literary Analysis Fiction/Nonfiction category 53% (9).

7th Grade – All subgroups demonstrated gains or stayed consistent when reviewing our Mid-Year data reports. Overall there was a gain of thirteen percentage points (121 students) in the percent proficiency category. FCAT Level 1, 0% (0) stayed consistent; FCAT Level 2, 33% (7) increased 24% point; FCAT Level 3, 69% (29) increased 9% points; FCAT Level 4, 96% (23) increased 8% points; FCAT Level 5, 100% (8) stayed consistent; White 59% (23) stayed consistent; Black 86% (6) increased 29% points; Hispanic 66% (40) increased 21% points; Asian 75% (3) stayed consistent; ED: 59% (33) increased 15% points, ELL 40% (4) increased 10% points and SWD 67% (4) increased 24% points. Our FCAT Level 1 sub population was targeted as needing improvement in the Informational Text/Research Process 14% (1), while FCAT Level 5 63% (5), the White sub population 46% (18) and our Asian sub population was targeted as needing improvement in the Literary Analysis Fiction/Nonfiction category.

8th Grade – Most subgroups demonstrated gains or stayed consistent when reviewing our Mid-Year data reports. Overall there was a gain of twenty three percentage points (117 students) in the percent proficiency category. FCAT Level 1, 0% (0) stayed consistent; FCAT Level 2, 20% (4) increased 20% point; FCAT Level 3, 61% (27) increased 32% points; FCAT Level 4, 82% (28) increased 26% points; FCAT Level 5, 100% (13) increased 23% points; White 62% (29) increased 22% points; Black 0% (0) stayed consistent; Hispanic 59% (44) increased 24% points; Asian 100% (1) increased 24% points; ED: 53% (36) increased 25% points, ELL 0% (0) decreased 17% points and SWD 50% (4) increased 25% points.

The ELL sub population was targeted as needing improvement in the Reading Application 10% (1) and Literary Analysis Fiction/Nonfiction 10% (1) category.

(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.

Specific strategies and school improvement activities that contributed to the increase in student achievement percentage points in reading include the following:

- Teachers in grades three through eight received Edusoft reports after each major assessment. These reports provided the teachers with individualized student data including their strengths and weaknesses. Teachers then used this information to adjust their lessons and teaching strategies according to student gains or losses. As the need for reinforcement arose teachers recommended students for tutorial assistance and opportunities available before and after school and at our Saturday Academy.
- The addition of two computer labs have also been instrumental and effective as more students are able to use online reading applications such as Successmaker, Riverdeep, Reading Plus and FCAT Explorer on a more frequent schedule.
- The addition of e-books and books on the SmartBoards have also been added to entice our ESOL population and reading intervention classes in reading promotion and in order to increase students' interest in reading.

(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.

In order to ensure that students make satisfactory progression on the 2012 FCAT the following changes to instruction, strategies, and/or school improvement activities have been made. Intervention sessions will target student needs.

- Saturday Academy has been added and will be held for all students providing support for our White, Black, Hispanic, Asian, ED, ELL, and SWD subgroups in the areas of Vocabulary, Reading Application categories, Literary Analysis Fiction/NonFiction and Informational Text/Research Process categories.
- Tutoring attendance monitoring procedures are in place to ensure our students needing improvement are attending regularly.
- Instructional planning will be adjusted to allow extended focus on individual strands in preparation for the Common Core Curriculum along with individualized home learning for our subgroups needing improvement.
- Bilingual shadow will be provided for our targeted ESOL students.

Student progress towards their AMO will be based on data from the District Winter Interim Assessment and weekly Saturday Academy progress reports which will be used to 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.

Students in targeted subgroups who scored Level 3 during the 2012 FCAT 2.0 will be monitored using data from the EDUSOFT reports. This data will be analyzed by comparing progress from the Baseline to the District Winter Interim Assessments.

- Specific strategy such the addition of the Saturday Academy (6 weeks/sessions) will be implemented for those students and subgroups identified as not making satisfactory progress. These sessions will focus on re-teaching of non-mastered benchmarks such as Literary Analysis Fiction/ Nonfiction, Informational Text/ Research process and Vocabulary.
- Teachers will use additional software programs such as FCAT Explorer, Riverdeep and Reading Plus 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 progress from Baseline to District Winter Interim Assessments:

- Students in third, fifth, sixth and seventh grades will receive instruction with emphasis on Literary Analysis Fiction/Nonfiction;
- Students in fourth and eighth grades will receive instruction with emphasis on Informational Text/Research Process additionally they will receive instruction with emphasis on descriptive, idiomatic and figurative language in order to assist them in both reading and writing.

(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.

Students in targeted subgroups who scored Levels 4 and 5 during the 2012 FCAT 2.0 will be closely monitored by gathering data from the Edusoft reports. This data will be analyzed by comparing progress from the Baseline to the District Winter Interim Assessments.

Project-Based learning and enrichment strategies will be implemented with students maintaining a satisfactory progress.

The following strategies will be implemented at specific grade levels and subgroups:

- Students in the third, fifth and seventh grades will concentrate in vocabulary and reading application skills across the curriculum as a means to enrich vocabulary and reading instruction through project-based instruction.
- Students in fourth and eighth grades will explore Fiction/Nonfiction genres creating project based learning enhancing their literary analysis skills.

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.

According to the mathematics 2012 FCAT 2.0, all subgroups made satisfactory progress towards their AMO's.

3rd Grade – All subgroups demonstrated gains when reviewing our Mid-Year data reports. Overall there was a gain of nineteen percentage points (29 students) in the overall proficiency category; White 21% (8) increased 19% points; Black 40% (2) increase of 45% points; Hispanic 19% (15) increased 18% points; Asian 0% (0); ED: 12% (8) increased 11% points, ELL 22% (11) increased 22% points and SWD 11% (1) increased 11% points. After further analysis our Hispanic sub population with 13% (10) points our Asian 33% (1) and our SWD sub population with 11% (1) was targeted as needing improvement in the Number Fractions category.

4th Grade - Most subgroups demonstrated gains when reviewing our Mid-Year data reports. Overall there was a gain of forty-one percentage points (82 students) in the overall proficiency category; FCAT Level 1, 22% (2) increased 22% points; FCAT Level 2, 20% (3) increased 20% points; FCAT Level 3, 31% (15) increased 29% points; FCAT Level 4, 71% (34) increased 57% points; FCAT Level 5, 82% (23) increased 57% points; White 53% (33) increased 40% points; Black 50% (3) increased 43% points; Hispanic 47% (43) increased 40% points; Asian 50% (1) increased 50% points; ED: 41% (29) increased 35% points, ELL 38% (15) increased 35% points and SWD 57% (4) increased 57% points. Our Asian sub population with 50% (1) points was targeted as needing improvement in the Number: Operations & Problems category.

5thGrade – Most subgroups demonstrated gains when reviewing our Mid-Year data reports. Overall there was a gain of twenty-six percentage points (39 students) in the percent proficiency category. FCAT Level 1, 0% (0) stayed consistent; FCAT Level 2, 5% (1) increased 5% points; FCAT Level 3, 19% (6) increased 19% points; FCAT Level 4, 52% (16) increased 42% points; FCAT Level 5, 75% (15) increased 57% points; White 38% (18) increased 29% points; Black 0% (0) stayed consistent; Hispanic 30% (21) increased 25% points; Asian 0% (0) stayed consistent; ED: 18% (10) increased 16% points, ELL 14% (3) decreased 1% points and SWD 22% (2) increased 22% points. Although gains were made improvement needs to be done in our ELL 5% (1) subgroup in the category of Number: Base Ten and Fractions.

6th Grade – All subgroups demonstrated gains or remained consistent when reviewing our Mid-Year data reports. Overall there was a gain of twenty-seven percentage points (41 students) in the percent proficiency category. FCAT Level 1, 0% (0) stayed consistent; FCAT Level 2, 0% (0) stayed consistent; FCAT Level 3, 5% (2) increased 5% points; FCAT Level 4, 39% (17) increased 39% points; FCAT Level 5, 74% (20) increased 66% points; White 37% (23) increased 35% points; Black 50% (2) increased 50% points; Hispanic 18% (16) increased 17% points; Asian N/A; ED: 19% (15) increased 18% points, ELL 13% (3) increased 13% points and SWD 17% (2) increased 17% points.

7th Grade - All subgroups demonstrated gains or remained the same when reviewing our Mid-Year data reports. Overall there was a gain of twenty-five percentage points (40 students) in the percent proficiency category. FCAT Level 1, 0% (0) stayed consistent; FCAT Level 2, 0% (0) stayed consistent; FCAT Level 3, 3% (1) increased 3% points; FCAT Level 4, 61% (22) increased 52% points; FCAT Level 5, 86% (12) increased 33% points; White 47% (17) increased 34% points; Black 57% (4) increased 43% points; Hispanic 27% (17) increased 17% points; Asian 50% (2) increased 50%; ED: 28% (16) increased 23% points, ELL 18% (2) increased 18% points and SWD 29% (2) increased 29% points.

8th Grade - Overall there was a gain of thirteen percentage points (31 students) in the percent proficiency category. There was a gain of twenty-seven percentage points (41 students) in the percent proficiency category. FCAT Level 1, 0% (0) stayed consistent; FCAT Level 2, 0% (0) stayed consistent; FCAT Level 3, 34% (12) increased 26% points; FCAT Level 4, 85% (17) increased 48% points; FCAT Level 5, N/A; White 50% (13) increased 14% points; Black 0% (0) stayed consistent; Hispanic 33% (17) increased 14% points; Asian 100% (1) increased 100% points; ED: 36% (18) increased 14% points, ELL 0% (0) increased 13% points and SWD 43% (3) increased 30% points.

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.

Specific strategies and school improvement activities that have contributed to the increase in student achievement percentage points between the baseline and mid-year assessment in mathematics are mostly due to the utilization of computer-based and on-line enrichment programs to provide context for mathematical exploration and the development of higher order thinking to increase mastery.

- The addition of two computer labs have been instrumental and effective as more students are able to use online reading applications such as Successmaker, Gizmos, Math Explorer on a more frequent schedule.

- Focus Calendar designed to strategically remediate deficient benchmarks
- If a student was in need of additional reinforcement the student was recommended for the various tutorial opportunities before and after school and on Saturdays.

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.

In order to ensure that students make satisfactory progression on the 2012 FCAT the following changes to instruction, strategies, and/or school improvement activities have been made. Intervention sessions will target student needs.

- Saturday Academy has been added and will be held for all students providing support for our White, Black, Hispanic, Asian, ED, ELL, and SWD subgroups in the areas of Number: Fractions, Number: Operations, Problems, & Statistics, Number: Base Ten and Fractions, for third through fifth graders, Fractions, Ratios/Proportional Relationships, and Statistics for sixth and seventh graders and continued enrichment for eighth graders in the category of Expressions, Equations, and Functions.
- Tutoring attendance monitoring procedures are in place to ensure our students needing improvement are attending regularly.
- Instructional planning will be adjusted to allow extended focus on individual strands in preparation for the Common Core Curriculum along with individualized home learning for our subgroups needing improvement.
- FCAT Level 1 and 2 students will be placed on a rotation schedule designed and implemented by classroom teacher to meet individual needs.
- Bilingual shadow will be provided for our targeted ESOL students.

Student progress towards their AMO will be based on data from the District Winter Interim Assessment and weekly Saturday Academy progress reports which will be used to drive instructional decisions.

Form DA-2

4. Utilizing data from the mathematics baseline and mid-year assessments, describe the specific strategies that will be used for students scoring FCAT 2.0 Level 3 to maintain satisfactory progress and/or increase achievement to above satisfactory progress (FCAT 2.0 Levels 4 or 5). Please be specific for each grade level and/or subgroup.

Students in targeted subgroups who scored Level 3 during the 2012 FCAT 2.0 will be monitored using data from the EDUSOFT reports. This data will be analyzed by comparing progress from the Baseline to the District Winter Interim Assessments.

- Specific strategy such the addition of the Saturday Academy (6 weeks/sessions) will be implemented for those students and subgroups identified as not making satisfactory progress. These sessions will focus on re-teaching of non-mastered benchmarks such as Number: Base Ten & Fractions Fractions, (3rd and 4th grades) Ratios/Proportional Relationships, and Statistics and the category of Expressions, Equations, and Functions (4th and 5th grades) and Geometry and Measurement (6th, 7th and 8th grades).
- Teachers will use additional software programs such as FCAT Explorer and Gizmos 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 progress from Baseline to District Winter Interim Assessments:

- In the areas of Number: Base Ten & Fractions for third through fifth graders, Fractions, Ratios/Proportional Relationships, and Statistics for sixth and seventh graders and continued enrichment for eighth graders in the category of Expressions, Equations, and Functions.

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 targeted subgroups who scored Levels 4 and 5 during the 2012 FCAT 2.0 will be closely monitored by gathering data from the Edusoft reports. This data will be analyzed by comparing progress from the Baseline to the District Winter Interim Assessments.

Teachers will use differentiated instruction to address the needs of individual students including the following:

- Exploration and inquiry activities to maintain or increase an understanding of skills through hands-on experiences with grade level real life problems; and
- Opportunities to develop conceptual understanding of numbers through the use of visual and verbal stimuli provided by technology resources such as SuccessMaker, Riverdeep and Gizmos.
- Continuous monitoring and attention will be provided to all our subgroups who score Levels 4 and 5 during the FCAT 2.0. Following an analysis of the Baseline and District Winter Interim Assessment, students who have not maintained satisfactory progress will be provided with tutorial assistance and

opportunities available before and after school and at our Saturday Academy.

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.

All our Algebra 1 students met AMO during the 2011 FCAT 2.0.

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.

For FCAT 2.0 in 2011 we received an "A" .

2. Utilizing data from the baseline and mid-year assessments, describe changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the Geometry EOC to ensure that students achieve satisfactory progress.

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.

The gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments are as follows:

5th Grade – An overall gain was achieved of 8% (18). While there were gains in Nature of Science, 6% (20), Earth & Space Science 19% (29), Physical Science 7% (36 students) a decrease of 2% points was experienced in Life Science. Although gains were made overall, 15% (18), improvement is still needed in Life Science.

8th Grade - There was an overall gain of 3% (15). Additional gains were made in the following categories Nature and Science 11% (11), Earth & Space Science 2% (23 students), Life Science 11% (27 students) a decrease of 13% (18 students) was experienced in Physical Science.

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.

Specific strategies and school improvement activities that have contributed to the increase in student achievement percentage points between the baseline and mid-year assessment in science are mostly due to the:

- utilization of computer-based (BrainPop) and on-line enrichment programs and Science Camp activities that provide additional exploration and the development of higher order thinking to increase mastery.

- implementation of interactive science notebooks in grades three through eight.

3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students achieve satisfactory progress (Level 3) in each tested grade level. Please be specific for each grade level that declined in each reporting category.

In order to ensure that students continue to make satisfactory progression on the 2012 FCAT the following changes to instruction, strategies, and/or school improvement activities have been made. Intervention sessions will target student needs.

- Early bird and Saturday Academy has been added and will be held for all students providing support for all students in the areas of Physical Science and Life Science.
- Instructional planning will be adjusted to allow extended focus on student needs.

Student progress towards their AMO will be based on data from the District Winter Interim Assessment and weekly Saturday Academy progress reports which will be used to drive instructional decisions.

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain satisfactory progress and provide enrichment to students that are above satisfactory progress (Level 4 or 5) in science. Please be specific for each grade level and/or subgroup in each reporting category.

Students in targeted subgroups who scored Levels 4 or 5 during the 2012 FCAT 2.0 will be closely monitored by gathering data from the Edusoft reports. This data will be analyzed by comparing progress from the Baseline to the District Winter Interim Assessments.

Teachers will use differentiated instruction to address the needs of individual students including the following:

- During science instruction, provide students with increased opportunities to interpret, analyze and explain science concepts during hands on lab activities
- Science Camp and SECME programs.

Continuous monitoring and attention will be provided to all our students who score Level 5 during the FCAT 2.0. Following an analysis of the Baseline and District Winter Interim Assessment, students who have not maintained satisfactory progress will be provided with tutorial assistance and opportunities available before and after school and at our Saturday Academy.

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.

The gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments are as follows:

8th Grade – When compared to the teacher scoring of the district baseline scores, overall average student scores remained the same with 46 percentage points (7 students).

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.

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 are as follows:

- The addition of virtual dissections and hands on activities have been instrumental in enhancing Biology achievement.

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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After School Tutoring	Two times per week	Two hours per week	<p>READING</p> <p>Level 1: 79 students</p> <p>Level 2: 167 students</p> <p>Level 3: 300 students</p> <p>TOTAL: 546</p> <p>MATH</p> <p>Level 1: 64 students</p> <p>Level 2: 147 students</p> <p>Level 3: 277 students</p> <p>TOTAL: 488</p>	<p>READING</p> <p>6%</p> <p>MATH</p> <p>6%</p>
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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?

Progress for students in the extended learning program will be monitored by;

- The weekly verification of rosters by the Lead Teacher and Administration to confirm attendance;
- walkthrough Logs utilized by the Leadership Team;
- teachers will review paper based mini assessments and technology reports.

Research-based Professional Development Activities for Teachers

Describe the professional development activities to date that are aligned with the school's instructional needs. *Add additional rows if necessary.*

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
02/01/2013	Reading Plus	Enable teachers to expertly examine and analyze program reports.	35	35	21
02/01/2013	Edusoft	Enable teachers to become more familiarized with program for testing and report generating purposes. Track student progress and plan for differentiated instruction.	50	50	18
01/15/2013	Primary Common Core Strategies	Refresh and introduce teachers to new primary common core standards and their daily application into the curriculum.	22	22	19
11/14/2013 *Meet once a month	Ready Schools PLC's	Provide an "information sharing" platform for teachers to enhance their teaching abilities/techniques.	45	45	45

11/12/2013 – 11/19/2013	Differentiated Instruction	Assist teachers with helping students meet mastery on grade level appropriate benchmarks by refocusing their ability groupings.	30	30	30
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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.

Create focus calendar to address mid-year data deficiencies and plan for appropriate targeted instruction.

End of Mid-Year Narrative Report