

Florida Department of Education

Differentiated Accountability



Mid-Year Narrative Report Form DA-2

2012-2013

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Mid-Year Narrative Report

All Differentiated Accountability schools classified as Focus or Priority must submit a Mid-Year Narrative Report.

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.

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).

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.

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.

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).

Students in all grades increased their reading comprehension score from August to December. The eighth grade student body increased FAIR reading comprehension score 6.99% from the baseline to mid-year assessment. The seventh grade student body increased FAIR reading comprehension score 6.30% from the baseline to mid-year assessment. The sixth grade student body increased FAIR reading comprehension score 4.70% from the baseline to mid-year assessment.

(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).

Increases in student achievement have occurred due to staff professional development training with the school's literacy coach. Students are vested in their own reading achievement through the process of tracking their learning gains utilizing FAIR data.

(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 level 1 students are placed in a double block reading class, while all level 2 students are placed in a single block reading class, through which direct explicit instruction of reading strategies is taught.

(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.

All 7th and 8th grade level 2 students are scheduled in a single block reading class. All content area teachers are providing students with explicit reading instruction within their content areas. All grades are implementing Common Core State Standards in the classroom for increased student achievement.

April 2011

Rule 6A-1.099811

Revised October 31, 2012

(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.

7th grade language arts teacher hold individual conferences with students to discuss mid-year FAIR data results and set new goals for final assessments. All grades are introducing academic competition to improve student motivation. All grades are Implementing Common Core State Standards in the classroom for increased student achievement.

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.

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.

1. Identified students who scored near proficiency levels were enrolled in a homeroom period with a Math teacher to preview math concepts and work on basic math skills.
2. Before and after school homework help sessions are available for help and to view tutorials. After school tutoring is available in Algebra 1X a week. An additional LEP after school program was created. Students also participate in our ESD program to get math help.
3. Teachers identified all students on their team that score below the proficiency levels on the FCAT and developed strategies to help those students improve their skills. Teachers then meet weekly to discuss the effectiveness of these strategies and the students' progress.
4. Teachers identified students to participate in a Student Support and Assistance Program (SSAP). The SSAP teacher works with the students to motivate, support them, act as a liaison between school and home, and to work with teachers to get extra help for those students.
5. Teachers use online resources, and other tutorials to help students on an individual basis.
6. A Math Information night was organized by the Math Department.

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.

More small group instruction and peer grouping using hands-on activities will be used to identify and remediate any students who are struggling. Differentiating instruction manuals will be used to help teachers differentiate lessons to make sure all students are able to grasp concepts being taught. Students will use Brain Pop and other on-line computer resources to improve their math skills.

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.

Teachers use differentiating instruction and create project-based activities that use real life Math to challenge these students. They also use Brain Pop and other computer based programs to challenge the students.

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

Teachers use differentiating instruction and create project-based activities that use real life Math to challenge these students. They also use Brain Pop and other computer based programs to challenge the students. Students are also encouraged to participate in the Duke Tip program, participate in District contests, Math Bee, and often tutor other students.

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.

<p>Student scores improved from the fall to December baseline testing for all subgroups in all grades by 7%. The percentage of Hispanic students performing at mastery level improved by 10%. The percentage of economically disadvantaged students performing at mastery level improved by 7%. The percentage of students with disabilities performing at mastery level improved by 2%.</p>	Student s
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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.

<p>After school tutoring (1x a week), lunchtime study session, and online tutorials give our Algebra extra help. Online practice using the textbook website for extra help is also encouraged.</p>
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***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.

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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.

Student scores improved from the fall to December. The percentage of students performing at or above 4.0 increased 22%. The percentage of students performing at 3.0 – 3.9 increased 22%.

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.

The increase in student achievement is attributed to the language arts department planning a specific scope and sequence for teaching writing in grades 6-8. The students are taught specific writing strategies based on the six traits of writing and the DRAPES elaboration strategy.

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.

Students are provided many opportunities to write across all content areas. The language arts teachers work collaboratively with other content area staff by sharing writing strategies and skills that can be applied to multiple genres of writing.

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.

The language arts department implemented a specific scope and sequence for writing instruction at each grade level. The plan was created based on student strengths and weaknesses identified through FCAT writing scores and the expectations outlined in the CEMNS writing rubric. It was modified to student needs based on the beginning of the year and mid-year scores. The students are taught specific writing strategies at each grade level including organization, focus, planning, DRAPES, show don't tell, voice, word choice and conventions.

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.

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Biology EOC *(Include all students, at each grade level, who will be administered the End of Course Exam)

1. Describe the gains and/or decreases in student achievement percentage points that have occurred between the baseline and mid-year assessments. Include specific information about the content clusters in which improvements or declines have occurred in each reporting category.

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

EXTENDED LEARNING

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

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

Activity	Frequency (e.g., # of times per week, month, etc.)	Duration (e.g., # of minutes, hours, etc.)	Total # of Level 1, 2, and 3 Students in the School	% of Level 1, 2, and 3 Students Participating
Extended School Day	2X a week (Tuesday and Thursday)	3 hours per week (1 ½ hrs. per day)	474 (Reading)	3% (Reading)
			521 (Math)	3% (Math)
Online tutorials	Available to students anytime	Available anytime	474 (Reading) 521 (Math)	Students access on their own time
Migrant Tutoring Program	2X a week (Tuesday and Thursday)	3 hours per week (1 ½ hrs. per day)	474 (Reading)	1% (Reading and Math)
			521 (Math)	

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?

Teachers use computer-based programs and assessments to monitor progress. The teachers create teacher made assessments. Teachers also communicate with the students' day teachers to get information on homework that needs to be completed and concepts that need to be reviewed with individual students. Progress reports are sent to parents on a regular basis.

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 MM/DD/YYYY	Title of Professional Development	Instructional Need(s) Addressed	# of Teachers for which PD is Applicable	# of Teachers in Content Area	# of Teachers in Attendance
08/13/2012 and continuing weekly throughout the school year	Student Data Review	Data analysis to increase student achievement	45	37	45
02/01/13 and continuing through 06/13	Deliberate Practice Plans	Goal setting for improved instructional performance and student success.	45	37	45
Beginning 09/12 and meeting monthly throughout the school year	Response to intervention	Meeting individual's students needs	15	12	15
01/25/13	Document Based Questioning (DBQ)	Best practice strategy for implementing Common Core State Standards in the classroom	45	37	45
Beginning 09/13 and repeating throughout the school year	Technology Training	The use of technology to increase student achievement	45	37	45

Several meetings throughout 10/12	Common Core State Standards	Introduction to the new standards and best practice strategies for implementation of the standards in the classroom.	45	37	45
09/12 – 06/13	Pasco County School District training	Content specific training in best practices, standards and classroom management	45	37	Varied

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.

School wide literacy project utilizing the document based question (DBQ) strategy and implemented across all contents and electives. Weekly STORM (Super Teachers Out Researching Methods) to analyze student data, review current educational trends, and lesson plan collaboration. Administration and Literacy Coach meet weekly with content area teachers to assist with student instructional needs.

End of Mid-Year Narrative Report

Student scores improved from the fall to December baseline testing for all subgroups in all grades by 10%. The percentage of black students performing at mastery level improved by 8%. The percentage of Hispanic students performing at mastery level improved by 11%. The percentage of economically disadvantaged students performing at mastery level improved by 15%. The percentage of ELL students performing at mastery level improved by 7%. The percentage of students with disabilities performing at mastery level improved by 10%.