

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 gained from FAIR, Probability of Reading Success (PRS) reports indicate growth in Reading by all grades and subgroups from Assessment Period 1 (AP1) to Assessment Period 2 (AP2). After analyzing the data for the total number of students in the “Population” category, it is evident that there has been an increase in the percentage of students achieving High Probability (HP) and a decrease in the percentage of students achieving Moderate Probability (MP). The percent of students achieving Low Probability (LP) remained the same in Kindergarten, decreased by 1% in 1st grade and increased by 1 % in 2nd grade.

- In **Kindergarten** there was a gain of 52 percentage points on students achieving HP, a decrease of 31 percentage points on students achieving MP, while the percentage of students achieving LP remained the same.
- In **First grade** there was a gain of 24 percentage points on students achieving HP, a decrease of 22 percentage points on students achieving MP, and a decrease of 1 percentage points on students achieving LP.
- In **Second** grade there was a gain of 4 percentage points on students achieving HP, a decrease of 4 percentage points on students achieving MP, and an increase of 1 percentage points on students achieving LP.
- The **Economic Disadvantaged (ED)** (2012 FCAT designation of not making satisfactory progress) subgroup demonstrated increases of 23% percentage points on students achieving HP, a decrease of 22 percentage points on students achieving MP, and a decrease of 1 percentage points on students achieving LP.
- The **Students With Disabilities (SWD)** (2012 FCAT designation of not making satisfactory progress) subgroup demonstrated increases of 23% percentage points on students achieving HP, a decrease of 34 percentage points on students achieving MP, and an increase of 10 percentage points on students achieving LP.

- In the ethnicity category the **White (W)** (2012 FCAT designation of not making satisfactory progress) subgroup demonstrated increases of 23% percentage points on students achieving HP, a decrease of 23 percentage points on students achieving MP, with zero students scoring in the LP range in both assessments periods.
- In the ethnicity category the **Hispanic (H)** (2012 FCAT designation of not making satisfactory progress) subgroup demonstrated increases of 24% percentage points on students achieving HP, a decrease of 22 percentage points on students achieving MP, and a decrease of 1 percentage points on students achieving LP.
- In the ethnicity category the **Asian (A)** (2012 FCAT designation of not making satisfactory progress) subgroup demonstrated increases of 24% percentage points on students achieving HP, a decrease of 2 percentage points on students achieving MP, with zero students scoring in the LP range in both assessments periods.

%

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).

Specific strategies that contributed to increases in the percentage of students achieving a High PRS include:

- **Kindergarten** students demonstrated a gain of 52 percentage points on students achieving High PRS (HP). This is due to the implementation of weekly assessments that targeted mastery of sight words, “college” words as well as word families. Analysis of weekly assessment data was used to create fluid skill based small groups and guided reading groups. Computer assisted instruction was used to supplement and target specific reading deficiencies (*SuccessMaker*).
- **First grade** students demonstrated a gain of 24 percentage points on students achieving High PRS (HP). This is due to the implementation of weekly cold read assessments that targeted all comprehension skills. Analysis of weekly assessment data was used to create fluid skill based small groups and guided reading groups. This data, as well as PRS reports were also used to create schedules for interventions utilizing *Voyager Passport* and *SuccessMaker*. In addition, students were required to complete a minimum of two *Ticket to Read* sessions per week. Reciprocal reading strategies were utilized to assist students to internalize reading comprehension skills.
- **Second grade** students demonstrated a gain of 4 percentage points on students achieving High PRS (HP). This is due to the implementation of weekly cold read assessments that targeted all comprehension skills. Analysis of weekly assessment data was used to create fluid skill based small groups and guided reading groups. This data, as well as PRS reports were also used to create schedules for interventions utilizing *Voyager Passport* and *SuccessMaker*. In addition, students were required to complete a minimum of two *Ticket to Read* sessions per week. *Time for Kids* and other non-fiction materials were utilized to target analytical reading skills.
- **SWD** students demonstrated a gain of 23 percentage points on students achieving High PRS (HP). This is due to the placement of all SWD students in inclusion classes with a general education and special education teacher addressing their needs and challenging the students to meet standards. Weekly cold read assessments targeted and measured their progress on a weekly basis. Data from these assessments, as well as PRS reports, were used to create fluid skill groups and a schedule of interventions utilizing the *Waterford Reading Program*, *Voyager Passport* and *SuccessMaker*. SWD student were required to complete a minimum of two *Ticket to Read* sessions per week.

- **ED** students demonstrated a gain of 23 percentage points on students achieving High PRS (HP). This is due to the implementation of weekly cold read assessments that targeted all comprehension skills. Analysis of weekly assessment data was used to create fluid skill based small groups and guided reading groups. This data, as well as PRS reports, were also used to create schedules for interventions utilizing *Voyager Passport* and *SuccessMaker*. In addition, students were required to complete a minimum of two *Ticket to Read* sessions per week.

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.

Teachers in **Kindergarten through Second** grade will utilize the Targeted Diagnostic Inventory and the Broad Diagnostic Inventory to individualize instruction for students achieving Moderate and Low PRS.

Voyager intervention groups will be reconfigured to meet the needs of students achieving Low PRS by intensifying the intervention and increasing the monitoring frequency, In addition, students who continue to perform below standards will be presented to the RTI team for further assistance.

Students in the **SWD** subgroup will receive increased frequency in the use of computer based reading intervention programs that target their specific deficiencies.

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 – One hundred twenty six students took the Listening Comprehension test during AP1 and 128 students took the test during AP2. One hundred and three (80%) of the students had 2 or more questions correct in AP2, a 16 percentage point increase over AP1. The number of students who had no questions correct decreased by half from 18 (14%) to 9 (7%). The number of students who had only 1 question correct also decreased from 27 (21%) to 16 (12%).

First Grade – One hundred thirty eight students were assessed for AP1 and 132 for AP2. The AP2 Target Passage report indicates that 70% of the students read on grade level compared to 47% for AP1, an increase of 23 percentage points.

Second Grade – One hundred and nineteen students were assessed for AP1 and 117 for AP2. The AP2 Target Passage report indicates that 64% of the students read on grade level compared to 63% for AP1, a decrease of 1 percentage point.

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

Kindergarten – the percentage of students required to take the TDI who scored ME, increased from 18% to 73%.

First Grade – the percentage of students required to take the TDI who scored ME, increased from 69% to 71%.

Second Grade – the percentage of students required to take the TDI who scored ME, decreased from 73% to 61%.

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.

K-2 grade teachers will implement enrichment centers that target higher order thinking skills for students receiving a PRS of more than 85%. In addition, teachers will utilize the Reading Standards K-2 Participants Guide to develop lesson plans that are aligned to Houghton Mifflin, FAIR and SAT-10.

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).

A comparison of the results of the Baseline Assessment and the District Winter Interim Assessment indicates that students in all grades (3-8) and targeted subgroups (White, Hispanic, Asian, Economic Disadvantaged, and Students With Disabilities) demonstrated gains in reading proficiency. The gains were as follows:

- **Third grade** – Overall proficiency increased by 11 percentage points and students increased proficiency in all categories with Literary Analysis Fiction / Nonfiction having the lowest percent of students making satisfactory progress at 40%.
- **Fourth grade** – Overall proficiency increased by 24 percentage points and students increased proficiency in all categories except Informational Text / Research Process. A proficient score of 39% represents a decrease of 26 percentage points.
- **Fifth grade** – Overall proficiency increased by 13 percentage points and students increased proficiency in all categories except Informational Text / Research Process. A proficient score of 28% represents a decrease of 12 percentage points.
- **Sixth grade** – Overall proficiency increased by 24 percentage points with Informational Text / Research Process having the lowest percent proficient at 39%.
- **Seventh grade** – Overall proficiency increased by 7 percentage points with Literary Analysis Fiction / Nonfiction having the lowest percent of students making satisfactory progress at 29%.
- **Eighth grade** – Overall proficiency increased by 31 percentage points with Vocabulary having the lowest percent of students making satisfactory progress at 50%.
- **ED students in grades 3-8** increased proficiency in all grades and categories with the lowest proficiency score in Literary Analysis Fiction / Nonfiction for students in Grades 3, 6 and 7; Informational Text / Research Process for students in Grades 4, 5; and Vocabulary for students in Grade 8. The greatest increase occurred for Grades 3 and 6 in the reporting category of Vocabulary, Grade 4 in Reading Application, Grade 5, 7 and 8 in Literary Analysis Fiction / Nonfiction.

- **SWD** students in grades 4-8 increased proficiency in all grades and categories with the lowest proficiency score in Literary Analysis Fiction / Nonfiction for students in Grades 3 and 7; Informational Text / Research Process for students in Grades 4, 5, and 6; and Vocabulary for students in Grade 8. **SWD** students in Grade 3 had a decline in overall mastery from 5 to 3 students, a decrease of 9 percentage points. The greatest increase occurred for **SWD** students in Grades 3 in the reporting Category of Informational Text / Research Process, Grade 4, 5, 6 and 7 in Reading Application, and Grade 8 in Literary Analysis Fiction / Nonfiction.
- Students in the **Hispanic** subgroup followed the pattern of other students at their grade levels posting gains in the percent of students achieving proficiency in all grades and categories with the lowest proficiency score in Literary Analysis Fiction / Nonfiction for students in Grades 3 and 7; Informational Text / Research Process for students in Grades 4, 5 and 6; and Vocabulary for students in Grade 8. The greatest increases occurred for Hispanic students in Grade 3 in the reporting category of Informational Text / Research Process, Grades 4 and 7 in the reporting category Reading Application, Grade 5 and 6 in Vocabulary, and Grade 8 in Literary Analysis Fiction / Nonfiction.
- Students in the **Asian** subgroups followed the pattern of other students at their grade levels posting gains in the percent of students achieving proficiency in all grades and categories with the lowest proficiency score in Literary Analysis Fiction / Nonfiction for students in Grades 3 and 7; Informational Text / Research Process for students in Grades 4, 5 and 6; and Vocabulary for students in Grade 8. Only one to two students made up the subgroup at each grade level, making statistical conclusions fluctuate widely. The greatest increases occurred in the reporting category Vocabulary for Grades 3, 4 and 7 and in the category of Literary Analysis Fiction / Nonfiction for Grades 5 and 6.
- Students in the **White** subgroup had a decline in mastery of 7 percentage points in Grade 3 and a decrease of 14 percentage points in Grade 5 but posted gains in proficiency in all other grades and in all categories. The greatest increase occurred for Grades 3 in the reporting category of Informational Text / Research Process, and Grades 4 and 6 in Reading Application.

(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 contributed to the increase in student achievement percentage points in reading include the school-wide implementation of the Florida Continuous Improvement Model (FCIM) and the Multi-Tiered Support System / Response to Intervention (MTSS/Rti).

- **ED** students posted the greatest increase in Grades 3 and 6 in the reporting category of Vocabulary, in Grade 4 in Reading Application, and in Grade 5, 7 and 8 in Literary Analysis Fiction / Nonfiction. Teachers in those grades utilized graphic organizers, such as vocabulary maps, to target vocabulary

development. Additionally, daily instruction targeted the use of context clues to determine meaning. To target Reading Application teachers in Grade 4 utilized graphic organizers, text marking and summarization instructional strategies to teach students the identification of main idea, details, plot and purpose. To target Literary Analysis Fiction / Nonfiction teachers in Grade 5, 7 and 8 utilized concept maps and key word analysis.

- **SWD** students in grades 4-8 increased proficiency in all grades and categories. The greatest increase occurred for **SWD** students in Grades 3 in the reporting Category of Informational Text / Research Process, in Grade 4, 5, 6 and 7 in Reading Application, and in Grade 8 in Literary Analysis Fiction / Nonfiction. Teachers in Grade 3 utilized Reciprocal Teaching strategies as well as instruction in note taking skills to target location of details, text analysis, and synthesis of details to summarize conclusions. To target Reading Application teachers in Grades 4, 5, 6 and 7 utilized graphic organizers, text marking and summarization instructional strategies to teach students the identification of main idea, details, plot and purpose. Teachers in Grade 8 utilized concept maps and key word analysis to target skills in the Literary Analysis Fiction / Nonfiction category.
- Students in the **Hispanic** subgroup followed the pattern of other students at their grade levels posting gains in the percent of students achieving proficiency in all grades and categories. The greatest increases occurred for Hispanic students in Grade 3 in the reporting category of Informational Text / Research Process, Grades 4 and 7 in the reporting category Reading Application, Grade 5 and 6 in Vocabulary, and Grade 8 in Literary Analysis Fiction / Nonfiction. Teachers in Grade 3 utilized Reciprocal Teaching strategies as well as instruction in note taking skills to target location of details, text analysis, and synthesis of details to summarize conclusions. To target Reading Application teachers in Grades 4, and 7 utilized graphic organizers, text marking and summarization instructional strategies to teach students the identification of main idea, details, plot and purpose. Teachers in Grades 5 and 6 utilized graphic organizers, such as vocabulary maps, to target Vocabulary development. Additionally, context clues, analogies, root words, affixes, synonyms, and antonyms, were incorporated in daily instruction. Teachers in Grade 8 utilized concept maps and key word analysis to target skills in the Literary Analysis Fiction / Nonfiction category.
- Students in the **Asian** subgroups followed the pattern of other students at their grade levels posting gains in the percent of students achieving proficiency in all grades and categories. Only one to two students made up the subgroup at each grade level, making statistical conclusions fluctuate widely. The greatest increases occurred in the reporting category Vocabulary for Grades 3, 4 and 7 and in the category of Literary Analysis Fiction / Nonfiction for Grades 5 and 6. Teachers in Grades 3, 4 and 7 utilized graphic organizers, such as vocabulary maps, to target vocabulary development. Additionally, daily instruction targeted the use of context clues to determine meaning. Teachers in Grades 5 and 6 utilized concept maps and key word analysis to target skills in the Literary Analysis Fiction / Nonfiction category.
- Students in the **White** subgroup had a decline in mastery of 7 percentage points in Grade 3 and a decrease of 14 percentage points in Grade 5 but posted gains in proficiency in all other grades and in all categories. The greatest increase occurred for Grades 3 in the reporting category of Informational Text / Research Process, and Grades 4 and 6 in Reading Application. To target Informational Text / Research Process, teachers in Grade 3 utilized Reciprocal Teaching strategies as well as instruction in note taking skills to target location of details, text analysis, and synthesis of details to summarize conclusions. To target Reading Application teachers in Grades 4, and 6 utilized graphic organizers, text marking and summarization instructional strategies to teach students the identification of main idea, details, plot and purpose.

(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.

The changes to instruction, strategies, and/or school improvement activities that will be made prior to the FCAT to ensure that students reach proficiency will be determined through analysis of assessment data. Adjustments will be made to the instructional calendar and the delivery of intervention sessions that target student skills:

- Grade level professional learning communities will continue to utilize weekly and monthly cold read assessments to measure mastery and address student deficiencies in the areas of Literary Analysis Fiction/Nonfiction, and Informational Text/Research Process.
- Instructional Focus Calendars will be adjusted to allow for an eight week crunch period to address FCAT reporting categories found deficient in each grade level and subgroup.
- All **students who scored FCAT Level 1 and 2** will be assigned to complete 30 minutes sessions of Reading Plus every day before the start of the instructional blocks.
- The frequency of intensive skill-based small group instruction for **SWD** students will be increased in order to remediate deficiencies identified in Winter Interim Assessments.
- **ELL** students in **Grades 3 through 7** will participate in after school tutorials in order to address areas of Vocabulary, Reading Application, Literary Analysis, and Informational Text/Research Process.
- For **ED, White** and **Asian** subgroups individual student data reports will be used in planning and implementing appropriate interventions that include use of online applications.

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

or

(FAIR) 4. For students receiving an FCAT 2.0 Probability of Success of less than 85%, please describe the progress that is being made with Broad Screen RC Tasks and Targeted Diagnostic Inventory (TDI) Maze and Word Analysis Tasks.

Students who scored Level 3 during the 2012 FCAT will be monitored using data from weekly benchmark assessments targeting specific skills. This data will

be analyzed by comparing growth from the Baseline to the District Winter Interim Assessments. More specifically:

- Each grade level and department will continue to utilize weekly and monthly cold read assessments to measure mastery and provide additional instruction and practice as determined by the Instructional Focus Calendar.
- Teachers in each grade level and/or department will analyze data from *Edusoft* reports to adjust instruction in order to meet the needs of students' subgroups (**White, Asian, and Hispanic**). Instruction will focus on the re-teaching of non-mastered benchmarks. They will continue to utilize computer based reading programs *SuccessMaker*, *FCAT Explorer*, and *Reading Plus* to reinforce the skills that are being taught.
- **ELL** students will participate in after school tutorials in order to address areas of Vocabulary, Reading Application, Literary Analysis, and Informational Text/Research Process.
- Teachers in **Grades 3 through 8** will hold Data Chats with students prompting students to track their own progress and set goals.
- Teachers in **Grades 3 through 8** will utilize online resources such as Discovery Learning to access activities and materials that challenge students and address different learning styles.

(S/DA) 5. Utilizing data from the reading baseline and mid-year assessments, describe the activities designed for students scoring FCAT 2.0 Levels 4 or 5 to maintain above satisfactory progress and provide enrichment? Please be specific for each grade level and/or subgroup.

or

(FAIR) 5. Describe the enrichment activities provided to students achieving High FCAT 2.0 Success Probability. Please be specific for each grade level and/or subgroup.

Students who scored Level 4 and 5 during the 2012 FCAT 2.0, particularly those in targeted subgroups (White, Asian, Hispanic, ED and SWD), will be closely monitored by gathering data from the *Edusoft* reports. This data will be analyzed to monitor their growth when comparing the Baseline to the District Winter Interim Assessments. In addition:

- Teachers in **Grades 3 through 8** will implement Discovery Learning and enrichment strategies to maintain proficiency. In addition, they will utilize the Houghton/Mifflin (HM) "Challenge" novels (Leveled Readers) to expose students to above grade level materials.
- Teachers in **Grades 3 through 8** will emphasize the development of vocabulary across the curriculum as a means to enrich vocabulary instruction
- Teachers in **Grades 3 through 8** will implement theme based instruction to engage students in higher order thinking activities that integrate concepts across different curriculum areas to enrich learning opportunities.

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.

A comparison of the results of the Baseline Assessment and the District Winter Interim Assessment indicates students in all grades (3-8) and the SWD (Students With Disabilities) subgroup demonstrated gains in mastery of mathematical concepts. The targeted ethnic subgroups (White and Asian) had very few members and demonstrated no gains in some of the categories, The results were as follows:

- **Third grade** – Overall proficiency increased by 43 percentage points and students increased proficiency in all categories with Number: Operations, Problems and Statistics having the lowest percent of students making satisfactory progress at 39%.
- **Fourth grade** – Overall proficiency increased by 17 percentage points and students increased proficiency in the two tested categories with Number, Base Ten and Fractions having the lowest percent of students making satisfactory progress at 19%.
- **Fifth grade** – Overall proficiency increased by 52 percentage points and students increased proficiency in all categories with Number, Base Ten and Fractions having the lowest percent of students making satisfactory progress at 53%.
- **Sixth grade** – Overall proficiency increased by 20 percentage points with a 20 percentage point increase in proficiency in the only tested category of Fractions, Ratios/Proportional Relationships, and Statistics.
- **Seventh grade** – Overall proficiency increased by 8 percentage points and students increased proficiency in the two tested categories with Ratios/Proportional Relationships having the lowest percent of students making satisfactory progress at 3%.
- **Eighth grade** – Overall proficiency increased by 11 percentage points with a 10 percentage point increase in proficiency in the only tested category of Expressions, Equations, and Functions.
- **SWD** students in grades 3, 5, and 6 increased proficiency in all grades and categories. SWD students in Grades 4, 7 and 8 had no student score proficient. **SWD** in Grade 3 demonstrated a 28 percentage point increase in Number: Fractions. **SWD** in Grade 4 demonstrated a 14 percentage point increase in Number: Base Ten and Fractions. In Grade 5, **SWD** students had an increase of 54 percentage points in the reporting category, Expressions, Equations and Statistics. **SWD** in Grade 6 demonstrated a 6 percentage point increase in Fractions, Ratios/Proportional Relationships and Statistics, the only reporting category tested in the Winter Interim Assessment for that grade level. **SWD** in Grades 7 and 8 posted increases of 24 and 8 percentage points in the same category.
- **White** students in Grades 3, 4 and 5 increased or maintained proficiency in all categories. **White** students in Grade 3 demonstrated a 50 percentage

point increase in Number: Fractions. **White** students in Grade 4 demonstrated an 18 percentage point increase in Number: Base Ten and Fractions. In Grade 5, White students had an increase of 86 percentage points in the reporting categories, Expressions, Equations and Statistics, as well as Geometry and Measurement. No student from the White subgroup scored proficient in Grades 6, 7 and 8.

- **Asian** students (2 students in Grade 3, 1 in Grade 4, 2 in grade 5, 1 in Grade 6, 3 students in Grade 7 and none in Grade 8) increased or maintained proficiency in all categories. **Asian** students in Grade 3 demonstrated a 50 percentage point increase in Number: Fractions. In Grade 5, **Asian** students had an increase of 50 percentage points in the reporting categories, Number: Base Ten and Fractions, as well as Geometry and Measurement. **Asian** students in Grade 7 demonstrated a 33 percentage point increase in Statistics and Probability. No increases were noted from the Asian subgroup in Grades 4, 6, and 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.

Specific strategies and school improvement activities that contributed to the increase in the percentage of students achieving proficiency in mathematics begin with the school-wide implementation of the Florida Continuous Improvement Model (FCIM) and Response to Intervention (Rtl).

- Teachers in **Grades 3 through 8** utilized *Edusoft* reports and the school site data protocol to review assessment results with students and engage in data chats. In addition, data was utilized to form fluid skill-based groups. If data indicated the need, students were recommended for the various interventions that are available before, during, and after school.
- Teachers in **Grades 3 through 5** implemented bi-weekly assessments to monitor and measure student progress in math. Results of the assessment were used to focus instruction and target students in need of remediation.
- Teachers of **SWD** in **Grades 3 through 8** utilized National Library of Virtual Manipulatives website to increase conceptual understanding of numbers and relationship. Teachers provided multiple opportunities to use diagrams and/or manipulatives to create models and illustrate problem situations.
- Teachers in **Grades 3 through 8** implemented online applications such as: Compass Learning, Florida Achieves: Focus, and FCAT Explorer, to tutor students, addressing the areas of deficiencies and monitoring progress for members of the **White** and **Asian** subgroups.

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.

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

The changes to instruction, strategies, and/or school improvement activities that will be made prior to the FCAT to ensure that students reach proficiency will be determined through analysis of assessment data. Adjustments will be made to the instructional calendar and to the delivery of intervention sessions that target student skills:

- Grade level/department professional learning communities will continue to utilize weekly and monthly math assessments to measure mastery and address student deficiencies.
- Instructional Focus Calendars will be adjusted to allow for an eight week crunch period to address FCAT reporting categories in need of improvement in Grades 3 through 8 for targeted subgroups.
- Teachers in **Grades 3 through 8** will continue to provide students with multiple opportunities to use diagrams and/or manipulatives to create models and illustrate problem situations.
- The frequency of intensive skill-based small group instruction for **SWD** students will be increased in order to remediate deficiencies identified in Winter Interim Assessments.
- Targeted skill groups in **Grades 3 through 5** will be created for intervention and pull out tutorials that emphasize quick recall of addition, subtraction, multiplication and division facts.
- Tutorial opportunities will be established for ELL students in **Grades 3 through 8**.
- Teachers in **Grades 5 through 8** will continue to utilize GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills.
- Teachers in **Grades 3 through 5** will implement the I-Reading Mathematics component for 45 minutes, two times a week, for low performing SWD students in inclusion classes.
- Teachers in **Grades 3 through 5** will continue to utilize individual student data reports to plan and implement appropriate interventions for the SWD, White and Asian subgroups.

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 who scored Level 3 during the 2012 FCAT 2.0 will be monitored using data from weekly benchmark assessments targeting specific skills. This data will be analyzed by comparing growth from the Baseline to the District Winter Interim Assessments.

- Teachers in **Grades 3 through 8** will utilize *Edusoft* data in their Grade Level/Department meetings to adjust instruction in order to meet students' needs. Instruction will focus on the re-teaching of non-mastered benchmarks. Additional software programs such as *SuccessMaker*, *FCAT Explorer*, and *Compass Learning* will be utilized to reinforce the targeted skills
- Teachers in **Grades 3 through 8** will continue to utilize online resources such Discovery Learning to access activities and materials that target the different learning styles
- Teachers in **Grades 3 through 8** will continue to provide students with multiple opportunities to use diagrams and/or manipulatives to create models and illustrate problem situations
- Teachers in **Grades 3 through 8** will continue to utilize GIZMOs to engage students in activities that develop conceptual understanding of numbers, allow exploration of geometric shapes and provide concrete practice in measurement skills
- Teachers in **Grades 4 through 8** will continue to utilize learning notebooks, providing students with the opportunity to use writing to identify learned concepts and to eliminate misconceptions

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

Following the District Winter Interim Assessment, data gathered from *Edusoft* reports will be analyzed and compared to the Baseline Assessment. Students who scored Level 4 and 5 during the 2012 FCAT 2.0 and failed to maintain/increase proficiency, will be provided with the following activities in order to maintain proficiency:

- Teachers in **Grades 3 through 8** will provide differentiated Instruction to students to address areas in which they have failed to maintain and/or increase proficiency.
- Teachers in **Grades 3 through 8** will continue to utilize GIZMOs to engage students in activities that develop conceptual understanding of numbers,

allow exploration of geometric shapes and provide concrete practice in measurement skills

- Teachers in **Grades 5 through 8** will increase the opportunities for students to model representations of given numbers using manipulatives.
- Teachers in **Grades 5 through 8** will increase the opportunities for students to use measurement in the creation of geometric models and for student participation in district, state and national competitions that require application of geometric and mathematical measurement.
- Teachers in **Grades 6 through 8** will increase the opportunities for students to solve problems involving scale factors using ration and proportion in a real world context.
- Teachers in **Grades 6 through 8** will provide students with models to enable them to visualize, draw and measure different aspects of geometric shapes.
- Grade level/department professional learning communities will continue to utilize weekly and monthly math assessments to measure mastery and address the academic needs of students from the targeted subgroups (**White, Asian and SWD**)

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.

One hundred percent of the students who took the 2012 Algebra EOC Assessment scored proficient.
The comparison of the Baseline and Winter Interim Assessments indicates the following:

- No changes occurred in the percent of students demonstrating satisfactory progress in the White subgroup.
- One hundred percent of the Asian students made satisfactory progress.
- Seventy-five percent of SWD made satisfactory progress.

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.

Teachers will provide differentiated Instruction to students to address areas in which they have failed to maintain and/or increase proficiency.

Teachers will utilize hands on experiences to facilitate the conceptual learning and understanding of algebraic concepts and apply the learning to solve real world problems.

***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.

One hundred percent of the students who took the 2012 Geometry EOC Assessment scored proficient There are no targeted subgroups for the Geometry EOC assessment.

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.

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.

3. Utilizing data from the baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of FCAT 2.0 to ensure that students achieve satisfactory progress (3.0). Please be specific for each grade level and/or subgroup that declined.

4. Utilizing data from the baseline and mid-year assessments, describe the activities designed to maintain satisfactory progress and provide enrichment to students that achieve FCAT 2.0 Level 5.0 or above in writing. Please be specific for each grade level and/or subgroup.

SCIENCE

Science Data Analysis

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

2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessments in each tested grade level. Please be specific for each reporting category.

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

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

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

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

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

EXTENDED LEARNING

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

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

Activity	Frequency (e.g., # of times per week, month, etc.)	Duration (e.g., # of minutes, hours, etc.)	Total # of Level 1, 2, and 3 Students in the School	% of Level 1, 2, and 3 Students Participating
Voyager Intensive Reading Tutorials (Grades K-1)	Five times per week	30 minutes	NA	NA
SuccessMaker Computer Tutorial (Grades 2-5)	Five times per week	30 minutes	154 (4-5)	70%
Middle School Morning Tutorial	Four times per week	30 minutes	295 (6-8)	23%
ELL Tutorial (ELL students in Grades 2-8)	Three times per week	One hour	57 (3-8 18 (2)	28%

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?

In addition to using the baseline and mid-year data, teachers will pull reports for the Voyager, Reading Plus, and SuccessMaker tutorial programs. The student's progress on weekly Reading and Math Benchmark will be monitored as well. The FAIR assessment will be the final indicator of how students are responding to the reading extended learning programs.

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
08/01/12	Common CORE Standards in Mathematics Training Review	Knowledge of CORE Standards	28	28	28
8/13-15/12	Algebra I Pre-School Institute	M-DCPS Curriculum/Best practices in the instruction of Algebra	2	2	1
09/06/12	Web-based SuccessMaker Training	Target areas of reading deficiencies of low performing students	22	22	16
10/02/12 11/15/12 1/24/13	Middle Grades Math Leaders Learning Community	Identify best practices in mathematics instruction	6	6	1
10/31/12 11/01/12	Secondary Common CORE State Standards (ELA)	Knowledge of CORE Standards	6	6	1
11/06/12	Voyager Overview	Reading instruction through Voyager	5	22	5
11/06/01	CORE Reading Standards	Knowledge of CORE Standards	22	22	14
11/06/12	Virtual Manipulatives Review	Familiarize math teachers with the use and application of virtual manipulatives	28	28	15
11/06/12	Transitioning into the CCSS for Mathematics- Grades 3-5	Knowledge of CORE Standards	22	22	1

11/06/12	Coherence and Focus in Algebraic Thinking	Best practices in the instruction of Algebra	2	2	1
11/28/12	Achieve 3000	Implementation of computer assisted reading program in Intensive Reading classes	4	4	4
1/31/13	Achieve 3000	Implementation of computer assisted reading program in Intensive Reading classes	4	4	1
1/31/13	Pre AP: MA Algebraic Thinking	Enrichment strategies for Algebra instruction	2	2	1
2/1/13	Middle Grades FCAT 2.0 Essentials	Identification of assessment content	6	6	1
2/1/13	Differentiating Instruction Instruction/ FCAT Strategies	Addressing all learning styles and subgroups	28	28	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.

Based on the results of the Winter Interim Assessment, teachers will be provided professional development on the areas of Reading and Mathematics.

- During grade level/department meetings teachers will review data and create FCAT Crunch Calendars that meet their student's needs.
- During grade level/department meetings teachers will share best practices increasing mastery on how to improve achievement in Informational Text/ Research Process and Literary Analysis.
- During grade level/department meetings teachers will share best practices increasing mastery on how to improve achievement in reporting category of problem solving strategies in mathematics.

End of Mid-Year Narrative Report