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.

> **K-Low PRS (4%), Moderate PRS (21%), High PRS (75%)**
> All areas showed growth.
>
> **1-Low PRS (0%), Moderate PRS (25%), High PRS (75%)**
> This grade showed the most amount of growth. Students scoring a high PRS increased by 26%. 85% of the grade read on or above the targeted passage compared to 63% during the first assessment period. Students progressing into the reading comprehension task increased from 44 to 71. Only 2 students remained at the listening comprehension level compared to 24.
>
> **2-Low PRS (8%), Moderate PRS (33%), High PRS (58%)**
> Overall gains were made in spelling (5% increase) and reading comprehension (3% increase). 82% of the students read on or above the target passage which is higher than the first assessment period by 3%.

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).

> - Teams meet regularly to review data and realign Tiered instruction according to student needs. All classrooms differentiate their instruction to provide quality, leveled instruction.
> - Grade levels meet quarterly to pace instruction with the CRT and Science Teacher.

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.

- After school tutoring is offered to qualifying students at no cost. Tier 2 & Tier 3 instruction is provided to targeted students with pull out or push in instruction by CRT, Reading Coach, SLP, etc.
- Administration reviews all data and meets with grade level teachers to discuss data, instructional changes, support & needs on a monthly basis.
- CRT meets with grade level teams quarterly to pace and align the curriculum.
- Students have access to Study Island-an online intervention reading program.

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.

- These skills are imbedded into the 90 min reading block and provided to individuals and small groups as determined by need. All grades have designed their Tier 2 instruction by grouping students into skill groups based on TDI deficiencies. They are cross referenced with PAST and CORE phonics survey. Weekly progress monitoring occurs using the OCPS continuum and FAIR OPM.

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-3 students receive weekly gifted enrichment.
- 1-17 students receive weekly gifted enrichment.
- 2-30 students receive weekly gifted enrichment.
- All grade level teachers differentiate the instruction during their 90 minute reading block to ensure all students are challenged at their level. Supplemental curriculum is available.

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).

<u>**3rd Reading Benchmark Data**</u>
- The total percentage of students on target increased from 68% to 77%.
- The percentage of Black students on target remained at 56%.
- The percentage of Hispanic students on target increased from 66% to 80%.
- The percentage of Free/Reduced students on target increased remained at 50%.

<u>**4th Reading Benchmark Data**</u>
- The total percentage of students on target decreased from 84% to 80%.
- The percentage of Black students on target decreased from 64% to 55%.
- The percentage of Hispanic students on target remained at 63%
- The percentage of Free/Reduced students on target decreased from 75% to 58%.
- The percentage of the Lowest 25% on target decreased from 50% to 30%.

<u>**5th Reading Benchmark Data**</u>
- The total percentage of students on target increased from 73% to 77%.
- The percentage of Black students on target increased from 38% to 48%.
- The percentage of Hispanic students on target remained at 67%.

- The percentage of Free/Reduced students on target decreased from 55% to 54%.
- The percentage of the Lowest 25% on target remained at 25%.

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

Reading (3rd, 4th, and 5th)
- RTI (Tier 2and Tier 3)
- Differentiated Instruction
- Utilizing an additional progress monitoring resources (Write Score).
- After school tutoring on Tuesday and Thursday (I hour)
- Implementation of Study Island
- Implementation of Mountain Language (4th Grade)
- Implementation of Science A-Z (5th Grade)

(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.

Reading (3rd, 4th, and 5th)
- RTI (Tier 2and Tier 3)
- Differentiated Instruction
- Utilizing an additional progress monitoring resources (Write Score).
- After school tutoring on Tuesday and Thursday (I hour)
- Implementation of Study Island

- Implementation of Mountain Language (4th Grade)
- Implementation of Science A-Z (5th Grade)
- Revised Princeton Pacing Guide based on student data

(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.

Reading (3rd, 4th, and 5th)
- Differentiated Instruction
- Utilizing an additional progress monitoring resources (Write Score).
- Implementation of Study Island
- Implementation of Mountain Language (4th Grade)
- Implementation of Science A-Z (5th Grade)
- Revised Princeton Pacing Guide based on student data

(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.

Reading (3rd, 4th, and 5th)
- Differentiated Instruction
- Utilizing an additional progress monitoring resources (Write Score).
- Implementation of Study Island
- Implementation of Mountain Language (4th Grade)
- Implementation of Science A-Z (5th Grade)
- Homogenous grouping for reading (5th grade)
- Gifted/Enrichment Class (weekly)

Princeton Elementary SIP 2012-2013

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.

3rd Math Benchmark Data
- The total percentage of students on target decreased from 80% to 58%.
- The percentage of Black students on target decreased from 56% to 45%.
- The percentage of Hispanic students on target decreased from 100% to 40%.
- The percentage of Free/Reduced students on target decreased from 100% to 50%.

4th Math Benchmark Data
- The total percentage of students on target decreased from 73% to 69%.
- The percentage of Black students on target increased from 27% to 36%.
- The percentage of Hispanic students on target decreased from 50% to 25%.
- The percentage of Free/Reduced students on target decreased from 58% to 50%.
- The percentage of the Lowest 25% on target remained at 25%.

5th Math Benchmark Data
- The total percentage of students on target decreased from 67% to 64%.
- The percentage of Black students on target increased from 33% to 43%.
- The percentage of Hispanic students on target remained at 67%.
- The percentage of Free/Reduced students on target decreased from 49% to 40%.
- The percentage of the Lowest 25% on target decreased from 25% to 24%.

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.

Math   (3rd, 4th, and 5th)

- RTI (Tier 2and Tier 3)
- Differentiated Instruction
- After school tutoring Monday (1 hour)
- Saturday tutoring (started in February-3 hours)
- Implementation of Moby Math
- 3rd grade Extended Math Block (60-75 minutes)

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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.

Math   (3rd, 4th, and 5th)

- RTI (Tier 2and Tier 3)
- Differentiated Instruction
- After school tutoring Monday (1 hour)
- Saturday tutoring (started in February-3 hours)
- Implementation of Moby Math
- 3rd grade Extended Math Block (60-75 minutes)
- Revised Princeton Pacing Guide based on student data

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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.

Math   (3rd, 4th, and 5th)

- RTI (Tier 2and Tier 3)
- Differentiated Instruction
- After school tutoring Monday (1 hour)
- Saturday tutoring (started in February-3 hours)

- Implementation of Moby Math
- 3rd grade Extended Math Block (60-75 minutes)
- Revised Princeton Pacing Guide based on student data

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

<u>Math Interventions (3rd, 4th, and 5th)</u>
- Differentiated Instruction
- Implementation of Moby Math
- 3rd grade Extended Math Block (60-75 minutes)
- Gifted/Enrichment Class (weekly)

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.

N/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 Algebra EOC to ensure that students achieve satisfactory progress.

N/A

***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.

N/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.

N/A

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.

- Princeton Elementary utilizes Write Score to assist with progress monitoring writing.
- The total student average increased from 2.9 to 3.44.
- The total percentage of students scoring a 3.0 or higher increased from 95% to 99%.

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.

- Tutoring in Writing
- RTI Writing-The Writing Intervention skill groups were adjusted based on the December Write Score Writing Results. These skill groups are based on a 5 day rotation with the students grouped by writing levels.
- Extended Writing Block

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.

- Tutoring in Writing
- RTI Writing-The Writing Intervention skill groups were adjusted based on the December Write Score Writing Results. These skill groups are based on a 5 day rotation with the students grouped by writing levels.

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.

- Enrichment Writing-The Writing Intervention skill groups were adjusted based on the December Write Score Writing Results. These skill groups are based on a 5 day rotation with the students grouped by writing levels.

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 total percentage of students on target remained from 67%. (Benchmark 1 and Benchmark 2).
- The uncalibrated averages increased from 47%.-66% (Benchmark 1 to Benchmark 3).
- The Benchmark 3 assessment has not been recalibrated therefore we are not able to determine the percentage of students who are on target.

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.

- Fifth grade teachers and Science Lab teacher facilitate all OCPS Essential Labs and Engineering Design Challenges in conjunction with units from FOSS, Delta Science Module, and AIMS.
- Fifth grade students have received additional instruction in Science since . Students have received an addition 1 ½ hours of lab time weekly opposed to the previous 45 minute lab time.
- Twice a month the fifth grade students visit the lab for a 45 minute additional session to focus on test taking skills, thinking maps, question / answer sessions.
- Fifth grade reading teachers are utilizing the Scott Foresman readers and FUSION text during small group instruction.
- Twice a month on Fridays the fifth grade students participate in science rotations based on a particular concept.

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.

- All fifth graders will participate in a two day science boot camp – FCAT SCRAM (formerly known as FCAT SCAT).
- Students allowed to participate in the science Olympiad Club which is held after school.

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 above satisfactory progress are provided with opportunities to complete Virtual Labs and Digital lessons from FUSION for enrichment.

- Students allowed to participate in the science Olympiad Club which is held after school.

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.

N/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 Biology EOC to ensure that students achieve satisfactory progress in each reporting category.

N/A

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
K-5 Study Island Computer Based Reading Program	1 time per week	40 minutes	58	100%
K-5 Tier 2 Intervention	4 times per week	25 minutes	58	100%
K-5 Tier 3 Intervention	3 times per week	25 minutes	58	41% (24/58)
After School Tutoring Program	3 times per week	60 minutes	58	100%

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?

- Students are progress monitored in extended learning programs through several methods that are cross-referenced to ensure data reliability of student performance. The Edusoft Benchmarks Assessments and FAIR Assessments are used quarterly to progress monitor student growth in Reading (FAIR only), Math, Writing, and Science benchmark skills. In addition we use the Fluency passages and comprehension questions aligned to the student's FAIR scores released by FCRR to track and graph student progress based on specific skill deficits. We use the OCPS Phonics/Phonological Continuum to progress monitoring and graph student's progress on phonics based skills. The Write Score Reading and Writing assessments are used to progress monitoring student's success on reading (3rd-5th) and writing (4th) grade level benchmarks. The Study Island computer based program is used to progress monitor skills based on students specific reading levels on a weekly basis. Students are also progress monitored quarterly on their Science skills through the online Science Fusion assessments. Additionally, we have created both Math and Reading aligned assessments through the Edusoft database to progress monitor. We have also created K-5 Common Core Non-fiction, Science based quarterly writing prompts that align to our quarterly science units. The after school tutoring program utilizes the Mini-Edusoft assessments to track student progress in the

supplemental program.
- The leadership team, grade level teams, and RTI teams meet on a bi-weekly basis to ensure that all data is compiled and addressed. The Tier 2, Tier 3, and after school tutoring programs are fluid groupings. Therefore, based on the data intervention groups are adjusted and skill focuses are realigned to meet the current needs of our students. During quarterly grade level planning and pacing sessions, the grade levels create focus plan and calendar based on current data information in a response to the 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
8/13-8/17, 2012 10/1-10/5, 2012 12/17-12/21, 2012 3/4-3/8, 2013	K-5 Grade Level Common Core ELA, Math, & Science Professional Development	Common Core Standards & Rigor in ELA, Math, & Science in alignment to Marzano Design Questions with data analysis through IMS	26	26	26
8/29/2013	IMS Training	Instructional design based on the compilation and analysis of current student data	41	41	35
9/19/2013	Marzano Instructional Design	In depth training on Marzano Design Questions #2 & #5	41	41	40
2/13/2013	Close & Careful Common Core Reading: 3rd-5th	Close & Careful Common Core Reading instructional practices	14	14	14
2/13/2013	Story Grammar Marker: K-2nd	Story Grammar Marker progress monitoring application & instructional implications	15	15	15
2/20/2013	3rd-5th Math Instruction	Senior Administrator, Patti Weisbach addressed fluency needs and patterns according to specific school based data	1	14	14
1/9, 2/14, 3/14,	Curriculum	Smart Board and Technology	31	31	31

4/11, 5/25	Enhancement through Technology	application to the ELA, Math, and Science curriculum & instruction			

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.

In addition to the previous professional development, teachers will receive grade level specific professional development on specific FCAT 2.0 power strands. Grade levels will meet to review current data and create specific pacing guides to address Item Specific Instructional techniques. Teachers will also receive further IMS training during their March technology professional development to break down their students in to specific sub-groups for data compilation and intervention applications.

*End of **Mid-Year Narrative Report***