

# 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.

Kindergarten: H= +12%, M= -12%, L= 0%  
First Grade: H= +30%, M= -31%, L= +1%  
Second Grade: H= -6%, M= +5%, L= +1%

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).

K & 1<sup>st</sup> focus groups for all students. M & H students working on reading comprehension for fiction and nonfiction text.

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.

K & 1<sup>st</sup>: Focus groups for Moderate focus on reading comprehension skills & for Low students the groups are designed using TDI data from FAIR.

1<sup>st</sup> & 2<sup>nd</sup>: Low students also receive extra 30 minutes each day with reading resource teacher.

K: Low students receive extra 20 minutes each day with paraprofessional focusing on instruction in specific area of weakness.

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.

K & 1<sup>st</sup>: Focus groups for Moderate focus on reading comprehension skills & for Low students the groups are designed using TDI data from FAIR.

1<sup>st</sup> & 2<sup>nd</sup>: Low students also receive extra 30 minutes each day with reading resource teacher.

K: Low students receive extra 20 minutes each day with paraprofessional focusing on instruction in specific area of weakness.

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 & 1<sup>st</sup> focus groups for all students. M & H students working on reading comprehension for fiction and nonfiction text.

Gifted high achieving students receiving enhancement instruction in LA and Reading classes.

## **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).

Elementary: 75% Fall Benchmark, 79% Winter Benchmark = +4% Middle: 70% Fall Benchmark, 69% Winter Benchmark = -1%
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(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).

In elementary focus groups have been implemented that include reading lessons that remediate, reinforce and enrich reading instruction. The groups are flexible and change when data warrants. Grade 3 utilizes a resource teacher to work with students needing remediation. LLI Level Literacy Intervention is used in grades 3, 4 and 5. Middle School conducts lessons on elaboration, voice, support, and conventions done through Writer's Workshops. Lessons on using effective Hooks/Leads, Brainstorming, Peer Conferences, Practice Score released essays, lessons to increase strong vocabulary, Imagery, Figurative Language.
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(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.

Grade 3 will continue to utilize a resource teacher to work with students needing remediation. LLI Level Literacy Intervention is used in grades 3, 4 and 5. In grades 4 and 5 focus groups will continue to be implemented that include reading lessons that remediate and reinforce reading instruction. Middle School will increase focus on conventions, Orange Writes Assessments.
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(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.

In elementary focus groups have been implemented that include reading lessons that reinforce and enrich reading instruction. The groups are flexible and change when data warrant.

In middle school higher achieving students become experts in the class, link writing/strategies/lessons with FCAT Reading Skills.

(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.

In elementary focus groups have been implemented that include enrichment reading instruction. The groups are flexible and change when data warrant. Middle school offers a reading enrichment class.

## **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.

Elementary: 67% Fall Benchmark, 65% Winter Benchmark Test A, 73% Winter Benchmark Test B  
Middle: 65% Fall Benchmark, 64% Winter Benchmark Test A, 56% Winter Benchmark Test B

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.

n/a

3. Utilizing data from the mathematics baseline and mid-year assessments, describe the changes to instruction, strategies, and/or school improvement activities that will be made prior to the administration of the FCAT 2.0 to ensure that students scoring FCAT 2.0 Levels 1 or 2 increase achievement to making satisfactory progress (FCAT 2.0 Level 3). Please be specific for each grade level and/or subgroup.

In elementary focus groups have been implemented that include math lessons that remediate, reinforce and enrich math instruction. The groups are flexible and change when data warrants. FCAT Focus, Study Island and Moby Math are also being used.  
Middle School is using Study Island and before school tutoring.

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.

Elementary grades will continue focus groups that include math lessons that remediate, reinforce and enrich Math instruction. The groups are flexible and change when data warrants. FCAT Focus, Study Island and Moby Math are also being used.  
Middle School is using Study Island and before school tutoring.

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

Elementary grades will continue focus groups that include math lessons that enrich Math instruction. The groups are flexible and change when data warrants. FCAT Focus, Study Island and Moby Math are also being used.

**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.

Fall Benchmark 91% proficient  
Winter Benchmark 86%

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.

Data has been reviewed and incorporated into instruction to eliminate and review missing information and misconceptions, OCPS Benchmark chucked mini assessments, EOC review, DOE sample item review and before school tutoring are being implemented.

**\*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.

Fall Benchmark 100% proficient  
Winter Benchmark 100% proficient

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.

We are on target for all of the material to be covered prior to EOC exam, mid-year assessment data has been reviewed and incorporated into instruction to eliminate and review missing information and misconceptions. Students have been given usernames and assigned review work on florida-achieves.com, a two week review will be conducted prior to EOC exam. An EOC outline has been reviewed and incorporated into instruction and reviewed, a copy of the reference sheet has been given to every student and we will be reviewing the information it contains and work sample problems. Finally, teachers will be using IMS questions for each benchmark and working and reviewing these in class.

## **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.

4<sup>th</sup> Grade: Baseline= 70% Mid-year= 84% Increase= +14%  
8<sup>th</sup> Grade: Baseline= 80% Mid-year= 95% Increase= +15%

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.

Our Literacy Coach hand scored all of the Orange Writes essays and wrote comments on each student's paper. She also created a list for each teacher's class (or class specific period) which analyzed the class period as a group and pinpointed for the teacher the areas of strength and/or weakness. The Literacy Coach met with each teacher to review the essays and explained in further detail the areas where students needed more instruction. Guidance and practice was provided individually and as a group. The Literacy Coach has also observed in classrooms and spoken to the students about their writing.

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.

The teachers have met individually with each student conferencing on the writing process. Teachers have taught and used reverse mapping. And, teachers have instructed using mini-lessons with a strong focus on how to read a prompt and plan for writing. Also, students learned how to organize writing and editing/revision techniques. Both grade groups (4<sup>th</sup> & 8<sup>th</sup>) are also following the OCPS 45 day plan.

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 teachers have used conferencing with individual students to address specific concerns. Group lessons have included: reverse mapping to show students the importance of planning and mini-lessons which have focused on elaboration. Also, students learned use of figurative language and precise vocabulary. And finally, a strong focus of revision and editing techniques. Our teachers at both grade levels (4<sup>th</sup> & 8<sup>th</sup>) have also followed the OCPS 45 day plan



## **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.

5<sup>th</sup> Grade: Fall Benchmark 54%, Winter Benchmark 72% = +18%  
8<sup>th</sup> Grade: Fall Benchmark 71%, Winter Benchmark 71% = 0%

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.

5<sup>th</sup> grade uses higher-level questioning strategies, short, informal assessments throughout each lesson, and student self-assessment. Students complete virtual labs online. Reading strategies are taught and reviewed through non-fiction text. Studies Weekly is used to help understand and comprehend information. FCAT SCaT allows student to review 3<sup>rd</sup> through 5<sup>th</sup> grade benchmarks.

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

In 5<sup>th</sup> grade students are asked to apply the information they have learned. Through creative choice projects, students show what they know by asking and answering a series of higher-level questions, and self-assessing. These students are also reading Science World by Scholastic.

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.

STEM activities allow the level 4 and 5 students to become even better problem solvers. They are immersed in a design and engineering setting, which allows them to become risk-takers, and begin to see something that didn't work as an opportunity to imagine and create a better solution rather than a frustrating obstacle to overcome. They can transfer this learning to several subjects and contexts.

**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)).

<i>Activity</i>	<i>Frequency (e.g., # of times per week, month, etc.)</i>	<i>Duration (e.g., # of minutes, hours, etc.)</i>	<i>Total # of Level 1, 2, and 3 Students in the School</i>	<i>% of Level 1, 2, and 3 Students Participating</i>

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?

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**Research-based Professional Development Activities for Teachers**

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

<i>Date MM/DD/YYYY</i>	<i>Title of Professional Development</i>	<i>Instructional Need(s) Addressed</i>	<i># of Teachers for which PD is Applicable</i>	<i># of Teachers in Content Area</i>	<i># of Teachers in Attendance</i>
09/2012	Write from the Beginning and Beyond	Expository Writing	1	1	1
02/2013	Pathways to Common Core	Common Core	5	5	5
01/2013	How to Differentiate Instruction in Mixed Ability Classrooms	Curriculum	47	47	47
08/2012	IMS	Technology	51	51	51
08/2012	Smart Board Training	Technology	35	35	35
11/2012	Thinking Maps	Curriculum	6	6	6
11/2012	Teaching Multisyllabic Words	Curriculum	13	13	13

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.

We are still in the midst of our Book Study- How to Differentiate Instruction. We will continue with this book study until May 2013. We have also planned for another book study to begin in March 2013 helping teachers to prepare for Common Core State Standards implementation. Our Literacy Coach will be attending more training for writing instruction and for Document Based Questions (DBQ) to return and train our teachers.

*End of Mid-Year Narrative Report*

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