

# **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.

- In **Kindergarten**, there was a gain of 46 in the percentage of students achieving HP, a decrease of 43 in the percentage of students achieving MP, and a decrease of 3 in the percentage of students achieving LP.
- In **First grade**, there was a gain of 34 in the percentage of students achieving HP, a decrease of 34 in the percentage of students achieving MP, and a decrease of 1 in the percentage of students achieving LP.
- In **Second grade**, there was a gain of 13 in the percentage of students achieving HP, an increase of 14 in the percentage of students achieving MP, and a decrease of 27 in the percentage of students achieving LP.
  
- The **Kindergarten** ELL subgroup showed an increase of 43 in the percentage of students achieving HP, a decrease of 31 in the percentage of students achieving MP, a decrease of 12 in the percentage of students achieving LP.
- The **First grade** ELL subgroup showed an increase of 3 in the percentage of students achieving HP, a decrease of 10 in the percentage of students achieving MP, an increase of 7 in the percentage of students achieving LP.

The **Second grade** ELL subgroup showed a 0 in the percentage of students achieving HP, an increase of 29 in the percentage of students achieving MP, a decrease of 29 in the percentage of students achieving LP.

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).

- **Kindergarten** students demonstrated an increase of 46 in the percentage of students achieving High Probability of Reading Success (HP); this is due to the implementation of a schedule for small group differentiated instruction during the reading instructional block. Phonemic Awareness, Phonics, Vocabulary, Fluency and comprehension instruction was provided and reinforced in small group by the classroom teachers as well as the consistent use of the OPM (Ongoing Progress Monitoring). Also, the implementation of tutoring using Voyager Passport.
- Students in **first grade** demonstrated an increase of 34 in the percentage of students achieving High Probability of Reading Success (HP); this is due to the implementation of a schedule for small group differentiated instruction during the reading instructional block. Phonemic Awareness, Phonics, Vocabulary, Fluency and comprehension instruction was provided and reinforced in small group by the classroom teachers and the assistance of the America Reads Tutor working with a small group, pair and/or individual student and the use of OPM (Ongoing Progress Monitoring). Also, the implementation of tutoring using Voyager Passport.
- **Second grade** students demonstrated an increase of 13 in the percentage of students achieving High Probability of Reading Success (HP); this is due to the implementation of a schedule for small group differentiated instruction during the reading instructional block. Phonemic Awareness, Phonics, Vocabulary, Fluency and comprehension instruction was provided and reinforced in small group by the classroom teachers and the assistance of the America Reads Tutor working with a small group, pair and/or individual student and the use of OPM (Ongoing Progress Monitoring). Also, the implementation of tutoring using Voyager Passport.

The English Language Learner (**ELL**) subgroup achieved an increase of 46 in the percentage of students scoring HP by utilizing, small group differentiated instruction, America Reads Tutor and computerized programs such as Riverdeep and SuccessMaker to enhance their reading curriculum.

3. Describe the changes to instruction, strategies, and/or school improvement activities that will be made to ensure students achieving Moderate PRS receive additional instruction at varying levels of intensity, and students achieving Low PRS receive intensive intervention to accelerate reading growth.

Students in Kindergarten through Second grade achieving Moderate Probability of Reading Success will receive an additional 15 - 30 minutes of small group instruction with the assistance of an America Reads Tutor (s). During this time, students will be grouped according to their needs as identified by the Targeted Diagnostic Inventory and Broad Diagnostic Inventory. Individualized instruction will be provided based on specific needs and continuation of using data to drive instruction.

Students receiving a Low PRS will receive instruction targeting student's specific deficiencies during the 30 minutes of intensive individual instruction through the Voyager Passport Pull- Out Program. Students will also be provided instruction as outlined in the (OPM) Ongoing Progress Monitoring Tool Kit based on their needs as identified by the Broad Diagnostic Inventory and the Targeted Diagnostic Inventory. Additionally, these students will be presented to the

Response to Intervention (RtI) team for further recommendations.

Students in the ELL group will be provided with small group differentiated instruction with the teacher. The use of Success Maker and Riverdeep in an effort to boost achievement in areas identified as in need of improvement.

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.

Students in Kindergarten through Second grade achieving Moderate Probability of Reading Success will receive an additional 15 - 30 minutes of small group instruction with the assistance of an America Reads Tutor (s). During this time, students will be grouped according to their needs as identified by the Targeted Diagnostic Inventory and Broad Diagnostic Inventory. Individualized instruction will be provided based on specific needs and continuation of using data to drive instruction.

Students receiving a Low PRS will receive instruction targeting student's specific deficiencies during the 30 minutes of intensive individual instruction through the Voyager Passport Pull- Out Program. Students will also be provided instruction as outlined in the (OPM) Ongoing Progress Monitoring Tool Kit based on their needs as identified by the Broad Diagnostic Inventory and the Targeted Diagnostic Inventory. Additionally, these students will be presented to the Response to Intervention (RtI) team for further recommendations.

Students in the ELL group will be provided with small group differentiated instruction with the teacher. The use of Success Maker and Riverdeep in an effort to boost achievement in areas identified as in need of improvement.

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%:

**Kindergarten**-70 students took the Listening Comprehension test during AP1 and 66 students took AP2. The number of students who had 2 or more questions correct increased from 53 to 65, which represents 99% of the total of students who took the test. However, although the number of students who had 0-1 questions correct decreased from 17 to 1, this account for 1% of the total of students who took the test.

**First Grade** – On the AP1, 42% of the students were on grade level as indicated on the Target Passage and on AP2, 62% of the students were on grade level. This represents a 20 percentage point increase of first grade students reading on grade level.

**Second** – On the AP1, 3% of the students were on grade level as indicated on the Target Passage and on the AP2, 48% of the students were on grade level. This represents a 45 percentage point increase of second grade students reading on grade level.

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

**Kindergarten:** the percent of students required to take the TDI, who scored ME, increased from 6% to 62%.

**First Grade:** the percent of students required to take the TDI, who scored ME, decreased from 64% to 62%.

**Second Grade:** the percent of students required to take the TDI, who scored ME, increased from 44% to 60%.

5. Describe the enrichment activities provided to students receiving a PRS of more than 85%. Please be specific for each grade level and/or subgroup.

Students receiving a PRS of more than 85% were and will continue to be provided the following enrichment activities:

Kindergarten students received small group instruction through the implementation of a rotation schedule during the reading block. In these small group students received instruction from technology programs such as Success Maker, Riverdeep, Hooked on Phonics and Ticket to Read.

First and Second grade students received enrichment and acceleration through project based learning, and an increased use of programs such as Success Maker, Riverdeep, Hooked on Phonics and Ticket to Read.

Additionally, students receiving a PRS more than 85% were encouraged to create books, write poetry and reading selections should be inclusive of a wide variety of reading selections, including substantive poetry that uses imagery.

## **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).

In the **third grade**, students increased 2 percentage points on the District Winter Interim Assessment when compared to the Baseline Benchmark Assessment. Within the four reporting categories, Reading Application and Literary Analysis fiction/Nonfiction are areas of concern.

- The ELL subgroup in the third grade demonstrated a 3 percentage point decrease in overall proficiency on the District Winter Interim when compared to the Baseline Assessment.

In the **fourth grade**, students increased 7 percentage points on the District Winter Interim Assessment when compared to the Baseline Benchmark Assessment. Within the four reporting categories, Informational Text/Research Process and Literary Analysis Fiction/Nonfiction are areas of concern.

- The ELL subgroup in the fourth grade demonstrated a 10 percentage point increase in overall proficiency on the District Winter Interim when compared to the Baseline Assessment.

In the **fifth grade**, students increased 2 percentage points on the District Winter Interim Assessment when compared to the Baseline Benchmark Assessment. Within the four reporting categories Informational Text/Research and Reading Application are areas of concern.

- The ELL subgroup in the fifth grade demonstrated a 7 percentage point increase in overall proficiency on the District Winter Interim when compared to the Baseline Assessment.

(S/DA) 2. Describe the specific strategies or school improvement activities that have contributed to increases in student achievement percentage points between the baseline and mid-year assessment. Please be specific for each grade level and/or subgroup.

**or**



**Miami Park Elementary School**  
**(3301)**  
**Form DA-2**

**2012-2013 Mid-Year Narrative Report-**

(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).

Students in grades 3-5 in the lowest quartile, achievement levels 1 and 2, and high risk students participate in the Voyager Passport Intervention Program. Students received intervention daily for 30 minutes in addition to the regular reading block.

Students in grades 3–5 received focused re-teach lessons that were developed by the reading coach and teachers to impact student achievement on the targeted benchmarks to assist all subgroups.

Students in grade 3-5 complete monthly mini benchmark assessments to allow teachers to regroup and guide instruction.

Students in grade 3-5 received test taking strategies such as underlining key words, eliminating wrong answers, and dissecting question stems to enhance students' test taking skills.

Teachers received assistance in deep planning for rigorous instruction on a weekly basis for the core reading program as well as for supplemental instructional materials that were used to enhance instruction.

(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.

Teachers will review the Miami Park Elementary School Reading Instructional Focus Calendars and Action Plans to assist them in focusing on reading benchmarks, pacing instruction and maintaining skill levels.

Lessons will be focused on targeting deficiencies identified through district assessments and benchmark mini-assessments given by teachers. Lessons will be developed and implemented according to each grade level's data to address the needs of students. Specific, targeted skills will be taught and remediated during small group, differentiated instruction and are assessed monthly.

On a weekly basis the Reading Coach will meet with each of the grade levels to facilitate common planning; to provide additional resources to enhance student's mastery level and support students that do not master benchmarks within the reporting categories such as Reading Application, Informational Text/ Research Process, and Literary Analysis Fiction/Nonfiction for grades 3 through 5.

Enrichment activities will be provided to students mastering targeted benchmarks.

Teachers will continue using differentiated instruction for intervention of deficiencies and re-teaching using CRISS strategies followed by re-assessment to ensure student mastery.

Re-teaching and practicing of weak identified benchmarks such as Literary Analysis Fiction and Nonfiction along with Informational Text/Research Process for 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade is being incorporated into science and social studies to support reading instruction.

(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.

Teachers will use District Winter Interim Assessment data to guide instruction; these sessions will focus on the re-teaching of non-mastered benchmarks.

Additional software programs such as SuccessMaker, Riverdeep, and STAR will be utilized to reinforce the strategies that are being taught.

Based on Webb's Levels of Complexity, moderate and high complexity level questions will be frequently used with these students.

Teachers will continue using differentiated instruction for intervention of deficiencies and re-teaching using CRISS strategies followed by re-assessment to ensure student mastery.

(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.

Continue providing Time for Kids articles to teachers in order to assist them in evaluating students' mastery of focus benchmarks.

Project based learning and enrichment strategies will be implemented with students maintaining proficiency.

Based on Webb's Levels of Complexity, moderate and high complexity level questions will be frequently used with these students.

Teachers will continue using differentiated instruction for intervention of deficiencies and re-teaching using CRISS strategies followed by re-assessment to ensure student mastery.

## **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.

Third grade students demonstrated an INCREASE of 32 percentage points in overall performance when comparing the District Winter Interim Assessment to the Baseline Assessment. Black subgroup in third grade demonstrated an INCREASE of 32 percentage points in overall performance. Economically Disadvantaged (ED) subgroup in third grade demonstrated an INCREASE of 29 percentage points in overall performance. Students in the English Language Learner (ELL) subgroup in third grade demonstrated an INCREASE of 30 percentage points in overall performance. Students With Disabilities (SWD) subgroup in third grade also demonstrated an INCREASE of 17 percentage points in overall performance

Fourth grade students demonstrated an INCREASE of 25 percentage points in overall performance when comparing the District Winter Interim Assessment to the Baseline Assessment. Black subgroup in fourth grade demonstrated an INCREASE of 18 percentage points in overall performance. Economically Disadvantaged (ED) subgroup in fourth grade demonstrated an INCREASE of 25 percentage points in overall performance. Students in the English Language Learner (ELL) subgroup in fourth grade also demonstrated an INCREASE of 25 percentage points in overall performance. Students With Disabilities (SWD) subgroup in fourth grade demonstrated no progress by maintaining 0 percentage points in proficiency when comparing the District Winter Interim Assessment to the Baseline Assessment.

Fifth grade students demonstrated an INCREASE of 10 percentage points in overall performance when comparing the District Winter Interim Assessment to the Baseline Assessment. Black subgroup in fifth grade demonstrated an INCREASE of 12 percentage points in overall performance. Economically Disadvantaged (ED) subgroup in fifth grade demonstrated an INCREASE of 10 percentage points in overall performance. Students in the English Language Learner (ELL) Student With Disabilities (SWD) and subgroups in fifth grade demonstrated no progress by maintaining 0 percentage points in proficiency when comparing the District Winter Interim Assessment to the Baseline Assessment.

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 GO MATH Series and Response to Intervention (RtI).

- After each monthly assessment, teachers in third through fifth grades are provided with custom reports, design by the math coach. Teachers then review the assessments with students and hold "Data Chats". In each class student groups are reorganized according to deficiencies revealed by the data. With this data teachers are then able to orchestrate differentiated instructional re-teaching groups.
- Another strategy that has proven to be effective is the use of GO MATH online intervention program and other online applications such as Success Maker, Riverdeep, Gizmos, and FCAT Explorer. Tied directly with the success, students are experiencing in mathematics is the enrollment of the

lowest 35% students in intervention classes as well as identified students recommended by classroom teachers.

- We have also been providing math tutorial for the ELL subgroup in grades 3 – 5 before school.

Furthermore, third through fifth grade classes are all departmentalized classrooms. Teachers were assigned to teach subject areas of their strengths. This change was put in place to provide students with more rigorous and explicit instruction.

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.

Fourth grade students who scored Level 1 or 2 on the 2012 FCAT demonstrated an INCREASE in achievement percentage points for overall proficiency. This improvement is contributed to providing Professional Learning Communities and Professional Developments with GO MATH hands-on strategies and Gizmos to enhance visual and kinesthetic models and representations with which students can work.

Fifth grade students who scored Level 1 or 2 on the 2012 FCAT demonstrated no progress by maintaining 0 percentage points in overall proficiency. However, students demonstrated an INCREASE of 25 percentage points in Expressions, Equations & Statistics, and an INCREASE of 58 percentage points in Geometry & Measurements. Teachers will continue to use hands-on strategies and Gizmos to enhance the increasing percentage points of Level 1 and 2 students.

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.

Data gathered from Edusoft reports was analyzed after the District Winter Interim Assessment and compared to the Baseline Assessment. Students who scored Level 3 during the 2012 FCAT and have not maintained or increased achievement will be provided the following activities in order to improve proficiency.

Based on academic needs as identified by comparing the baseline to the District Winter Interim Assessment, students in fourth and fifth grade will be provided with push-in and/or pull-out tutoring and classroom teachers will emphasize differentiated instruction based on the students' needs.

Specific strategies that will be used to target students in subgroups that scored Level 3 in the 2011 FCAT will include in-house intervention, before/after school tutorials and Saturday Success Academy utilizing graphic organizers, audio/visuals and cooperative learning strategies.

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

Data gathered from Edusoft reports was analyzed after the District Winter Interim Assessment and compared to the Baseline Assessment. Students who scored Level 4 or 5 during the 2012 FCAT and have not maintained or increased achievement will be provided the following activities in order to improve proficiency.

Classroom teachers will provide enrichment opportunities for high achieving students during differentiated instructional rotations. High achieving students will also be assigned on FCAT Explorer and Florida Achieves computer programs where they can receive high rigorous and complex word problems and visual to challenge their minds.

Special attention will be provided to ELL and SWD student who have the potential of scoring a Level 4 or 5 on the 2013 FCAT. Following an analysis of the Baseline and District Winter Interim Assessment, students who have the potential of high proficiency will receive push-in instruction from the SPED resource teacher.

**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.

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

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

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

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.

#### **Increases**

##### **Narrative**

- Total Group - On the Baseline Assessment, 7% of students demonstrated mastery of 3.0 or higher, compared to 10% of students on the District Winter Interim Assessment. This showed a 3 percentage point increase.
- On the Winter Interim Assessment, the **ELL** subgroup demonstrated 42.9% of the students making satisfactory progress.

##### **Expository**

- Total Group - On the Baseline Assessment, 24% of students demonstrated mastery of 3.0 or higher, compared to 3% of students on the District Winter Interim Assessment. This showed a 21 percentage point decrease.
- On the Winter Interim Assessment, the **ELL** subgroup demonstrated 0% of the students making satisfactory progress.

#### **Decreases**

##### **Narrative**

- There were no decreases in mastery on the narrative writing.

##### **Expository**

There was a 21 percentage point decrease in the number of students making satisfactory progress.

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

The ongoing professional development of teachers through writing workshops and trainings has contributed to the rise in students' writing scores.

Teachers used the 4th grade Expository and Narrative Exemplar/Calibration Papers to review the characteristics of a writing sample rated a four through six versus one rated a one through three, using the states 4<sup>th</sup> grade Writing Rubric/Exemplar Notations.

Continued to use monthly writing prompts to aid in identifying areas of deficiencies in the writing process and focused Mini-lessons were used to target areas for improvement based on student writing samples.



For 30 minutes daily, small group and one-to-one instruction was utilized to target writing conventions. Students continued to use editing and revising techniques to assist students in reviewing their own work.

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.

Based on writing samples, teachers will differentiate instruction in writing by focusing on specific student skills.

A review of the midyear writings of the students revealed that students need additional assistance with the writing element – support in addition to conventions. Students' will benefit from mini lessons geared toward subject-verb agreement, punctuation, and word choice. As a result, mini lessons will be scheduled to address these concerns and will be evaluated throughout the month reviewing the drafts from the monthly prompts.

After the mid-year Write Score data, students will be grouped based on their writing level. Each group will be provided with small group and one-on-one instruction for sixty minutes daily to target the four elements of writing.

Grammar skills will be incorporated into the daily lessons via mini focus lessons as specified in the Comprehensive Research-based Reading Plan.

Editing and revising techniques will continually be facilitated by teachers to assist students in reviewing their own work.

Students will compare Expository and Narrative Exemplar/Calibration Papers to their own writing in order to evaluate the characteristics of a writing sample rated a four through six versus one rated a one through three.

Conferencing will take place to correct any writing deficiencies.

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.

Fourth grade students who achieve FCAT Level 5.0 or above in the District Winter Interim Assessment will be exposed to the following activities in order to maintain satisfactory progress and provide enrichment:

- Read passages and create summary questions;
- Write their views on current events before or after the events have been discussed in class;

- Read and analyze different types of writing;
  - Write stories about real or imagined events;
  - Write endings for unfinished fictional and nonfictional stories;
  - Write descriptions of how things look, smell, taste, sound, and feel
- Participate in long term writing projects such as publishing a book.

## **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.

When comparing the Baseline to the Mid-Year Interim Assessment data it indicates that there has been a 3% increase in student achievement percentage points.

Student performance in the reporting category of Nature of Science maintained 5% to 5% student achievement percentage points when comparing the Baseline to the Mid-Year Interim Assessment.

Student performance in the reporting category of Earth and Space Science increase to 2% to 7% student achievement percentage points when comparing the Baseline to the Mid-Year Interim Assessment.

Student performance in the reporting category of Physical Science increased from 9% to 18% student achievement percentage points when comparing the Baseline to the Mid-Year Assessment.

Student performance in the reporting category of Life Science decreased from 9% to 4% student achievement percentage points when comparing the Baseline to the Mid-Year Assessment.

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

Specific strategies and school improvement activities that have contributed to the increase in student achievement percentage points in science derive from the implementation of hands-on activities that are inquiry based by incorporating Discovery Education, P-SELL, Essential Science, and Gizmos to reinforcement in benchmarks.

- After each major assessment, the fifth grade teacher is provided with a group report from *Edusoft* detailing the progress of all students. By implementing this procedure the teacher can effectively monitor students' progress and continue to provide differentiated instruction. Fifth grade students who do not achieve mastery on the benchmarks are given intervention to help reinforce weak benchmarks.

- Fifth grade students conduct weekly hands-on science labs which target scientific concepts, focusing on Nature of Science.
- Additional strategies which have assisted with the increase of students achievement is the implementation of higher order thinking questions generated to help students increase their level of critical thinking skills.
- Increased use of Discovery Education with P-SELL has contributed to the comprehensive growth performance in overall science assessment report.

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.

The changes in the instructional focus for fifth grade science will be guided through analysis of student performance data. Data from the District Mid-Year Interim Assessment will be used to monitor and determine the effectiveness of instruction and to drive decisions on what the instructional focus will be in the weeks leading to the FCAT.

- Teacher and science support staff will group students according to ability and use differentiated instruction to guide small groups.
- Students in Grade 5 will be given intervention to reinforce benchmarks.
- Incorporating FCAT Explorer daily.
- Utilizing Gizmos for interactive learning.
- Implementation of inquiry based activities.
- Utilizing the J&J Science Boot Camp

**Reporting Category**

- Nature of Science 5%
- Earth and Space Science 5%
- Physical Science 9%
- Life Science 4%

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.

The following activities will be implemented with students who scored FCAT Level 4 or 5 in mathematics/reading on the fourth grade 2012 FCAT Assessment to help them maintain satisfactory progress and provide enrichment in Science:

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Engage students in higher order thinking activities that allows for critical processing skills to be enhanced.</li><li>• Encourage participation in Professional Development for science teacher to help enrich science classroom instruction.</li><li>• Disaggregate and analyze qualitative and quantitative student's data in order to monitor progress and address needs.</li><li>• Elicit, engage and challenge thinking by asking students to clarify and justify issues; encouraging elaboration during discussions.</li><li>• Provide individual exploration, peer instruction and whole class discussion using laboratory equipment, hands-on activities and technology-based activities.</li></ul> |  |
|--|--|

**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)).

<b>Activity</b>	<b>Frequency (e.g., # of times per week, month, etc.)</b>	<b>Duration (e.g., # of minutes, hours, etc.)</b>	<b>Total # of Level 1, 2, and 3 Students in the School</b>	<b>% of Level 1, 2, and 3 Students Participating</b>
Saturday Success Academy	1 Day Per Week	3 hours	111	37%
ELL Tutoring	3 Days Per Week	1 hour	111	9%
Voyager Intervention	5 Daily	30 minutes	111	70%
Math – Pull Out	Daily	30 minutes	99	43%

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?

Fair Data was used to determine the progress of students receiving Voyager intervention on a daily basis. In third grade there was a gain of 4 percentage points in students achieving HP, an increase of 19 percentage points of students achieving MP, and a decrease of 23 percentage points of students achieving LP, from AP1 to AP2.

In fourth and fifth grades there are currently no gains.

Monthly and bi-weekly assessments in mathematics, reading, and science will be used to monitor student progress.

## 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.*

<b>Date MM/DD/YYYY</b>	<b>Title of Professional Development</b>	<b>Instructional Need(s) Addressed</b>	<b># of Teachers for which PD is Applicable</b>	<b># of Teachers in Content Area</b>	<b># of Teachers in Attendance</b>
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**Miami Park Elementary School**  
**(3301)**  
**Form DA-2**

**2012-2013 Mid-Year Narrative Report-**

9/26/2012	ETO	Math/Science	3	3	3
10/31/2012	ETO	Reading Journals	12	12	12
10/23/2012	Gizmo	Math	10	10	10
11/6/2012	ETO	Reading	4	4	4
11/13/2012	ETO K-8	Math	3	3	3
11/30/2012	Core Initiative	Writing	4	4	4
12/17/2012	Core Initiative: Science	Sally Ride	3	3	3
1/7/2013	Core Initiative	Math	5	4	5
1/13/2013	iCAD	Science	1	1	1
1/17/2013	J&J Boot Camp	Math/Science	3	3	3
1/23/2013	Core Initiative	Writing	3	3	3
1/29/2013	Math	Math	1	1	1
1/29/2013	iCAD	Reading	1	1	1
1/31/2013	iCAD	Math	1	1	1
2/1/2013	Discovery Education	FCAT Prep	1	1	1
2/1/2013	EDI	Reading/Math/Science	1	4	1
2/1/2013	Digital Learning	Day w/ Discovery	9	9	9
2/4/2013	FAIR	Interpret Data	14	14	14
2/9/2013	Core Initiative: Standards	Reading (Grades 4-5)	1	1	1



**Miami Park Elementary School**  
**(3301)**  
**Form DA-2**

**2012-2013 Mid-Year Narrative Report-**

2/11/2013	FCAT	Writing	1	1	1
2/13/2013	Core Initiative	Writing	1	1	1
2/13/2013	Core Initiative	Discovery Education	1	1	1
2/14/2013	iCAD	Math	1	1	1

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 with resources to address areas of concern in Reading, Math, and Science and continue to receive support from the Reading, Math and Science Coaches.

Based on our data, in preparation for the winter interim, fourth and fifth grade students continue to encounter difficulty in Base Ten and Fractions. During the week of December 6, 2012 the math coach provided training and modeled for teachers a variety of ways to teach fractions to students. The math coach will continue to provide supplementary materials.

Based on the analysis of student achievement data in reading, professional development activities will consist of utilizing the winter interim question stems to create higher order thinking questions and help teachers support and provide students with test taking strategies.

Based on the analysis of student achievement data in science, professional development activities will include differentiated instructional strategies to improve student's responses.

*End of Mid-Year Narrative Report*