FLORIDA DEPARTMENT OF EDUCATION
Differentiated Accountability

Mid-Year Narrative Report
Form DA-2

2011-2012

2011-2012 Mid-Year Narrative Report

All DA 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.
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.
Non-Title I and Title I "A", "B", and "C" DA schools are only required to submit a Baseline and Mid-year Data Report and a Mid-year Narrative Report for subgroups who did not make AYP 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.

FAIR PRS data for students in Grades K-2 is as follows:

	Assessment Number 1			Assessment 2			
Kindergarten	3% Low	62% Moderate	35% High	0% Low	17% Moderate	83% High	increases
First	1% Low	49% Moderate	50% High	5% Low	31% Moderate	68% High	increases
Second	5% Low	77% Moderate	19% High	13% Low	59% Moderate	31% High	increases

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, first, and second grade teachers use literacy centers that focus on vocabulary, phonics, comprehension skills and strategies. Guided reading instruction is incorporated two-three times per week for each reading group. All students participate in a mandated Reading Workshop ninety minutes daily. Students practice skills and strategies through various computer programs (i.e. Destinations Success, EduPlace, Starfall). Every morning our students are involved in school wide Response to Intervention (we call it Reaching to Improve) for 30 minutes. Students are grouped based on learning needs at Tiers I, II or III. Teachers meet in professional learning communities to review student data and determine instructional focus. We have a school wide emphasis on vocabulary development, teaching systematic vocabulary instruction across every subject area. Each week students learn a Word of the Week that is shared, discussed and posted on a school wide word wall and on the school morning news. Each month words that are found in our school wide Book of the Month are on display on a front lobby bulletin board and reinforced on morning and afternoon announcements. One month all students maintained their own Vocabulary booklet for the month and many students have continued with this practice. Teacher web sites, school newsletters and parent events (Ready to Learn, Reading Workshops) offer activities for parents to use at home with students. Letters generated by the FAIR tests give specific strategies to parents to use in addition to in school practices. Diagnostic Reading Assessments (DRA) is administered to all students twice and year and more struggling readers three or four times a year. Data from DRAs help formulate guided reading groups in each classroom. Higher performing students participate in Literature Circles, Textbook Circles, FCAT Explorer and Reader's Theater activities. Our schoolwide theme, THE GLOBAL MANATEE MISSION incorporates social studies skills across all curricular areas for a school wide focus.

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

One change in our instruction is to increase the amount of guided reading that students are receiving from teachers. Teachers are also continuing to participate in professional development opportunities on and off campus. Peer tutoring is another strategy that can ensure students receive additional instruction. During Response to Intervention, low performing students participate in small group instruction using *Soar To Success* in 2nd grade. In kindergarten and first grade, students receive intensive small group instruction provided by the teacher as well. As a result of ordering more nonfiction books for classroom libraries, students' exposure to nonfiction text has been increased as teachers facilitate the reading of these books. Moderate performing students are reinforced with graphic organizers; higher order questioning based on Webb's Depth of Knowledge levels and is part of peer tutoring groups. Vocabulary instruction takes place daily in class across all subject areas.

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.

For students receiving a PRS of less than 85%, one on one tutoring takes place with their classroom teachers. They also participate in literacy centers or FCAT Explorer (grade 3) geared to their learning needs. Computer based software is used to remediate and practice skills and strategies. Teachers use materials from Florida Center for Reading Research in literacy centers and assign DESTINATIONS SUCCESS tasks based on learner need and meet with students in small group instruction. Vocabulary instruction takes place daily in classes across all subject areas.

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.

Our higher performing students are given opportunities to extend learning through computer based software (i.e. DESTINATIONS SUCCESS, Starfall, Eduplace, etc.). Higher order questioning based on Webb's Depth of Knowledge is included in daily instruction. Vocabulary instruction takes place daily in class across all subject areas. Often these students read to younger students and assist in per tutoring activities. The goal is for students to transfer their reading knowledge skills across all subject areas and apply reading strategies in all future texts.

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

(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). Using the FCAT Success Probability (FSP), what is the probability of students passing FCAT during the Assessment Period 2?

FAIR FCAT Reading Comprehension data for students in Grades 3-5 is as follows for:

	Assessment Number 1			Assessment 2			
Third	35% RC	36% Maze	35% Word Analysis	42% RC	62% Maze	45% Word Analysis	increases
Fourth	31% RC	41% Maze	39% Word Analysis	29% RC	43% Maze	47% Word Analysis	increases
Fifth	25% RC	21% Maze	44% Word Analysis	33% RC	40% Maze	30% Word Analysis	increases

Grade 3 RC Percentile Rank		**01 – 39**		**40 - 70**		71 - 99	
Category Assessment #2	Total Number of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Population	110	47	42.7%	43	39.1%	20	18.2%

Grade 4 RC Percentile Rank		**01 - 39**		**40 - 70**		**71 - 99**	
Category Assessment #2	Total Number of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Population	97	71	73.2%	20	20.6%	6	6.2%
Grade 5 RC Percentile Rank		**01 - 39**		**40 - 70**		**71 - 99**	
Category Assessment #2	Total Number of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students	Number of Students	Percentage of Students
Population	104	65	62.5%	27	26%	12	11.5%

(FAIR) 2. Describe the specific strategies or school improvement activities that have contributed to increases in the percentage of students achieving a High FCAT 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).

All students participate in a mandated Reading Workshop ninety minutes daily. Students practice skills and strategies through various computer programs (i.e. Destinations Success, FCAT Explorer). Every morning our students are involved in school wide Response to Intervention for 30 minutes. Students are grouped based on learning needs at Tiers I, II or III. Teachers meet in professional learning communities to review student data and determine instructional focus. We have a school wide emphasis on vocabulary development. Each week students learn a Word of the Week that is shared and discussed on the school morning news. Each month words that are found in our school wide Book of the Month are on display on a front lobby bulletin board and reinforced in morning and afternoon announcements. Once month all students maintained their own Vocabulary booklet and many students have continued with the practice. Teacher web sites, school newsletters and parent events (Ready to Learn, Reading Workshops) offer activities for parents to use at home with students. Letters generated by the FAIR tests give specific strategies to parents to use in addition to at school practices. Diagnostic Reading Assessments (DRA) are administered to all students twice and year and more struggling readers three or four times a year. Higher performing students participate in Literature Circles, FCAT Explorer and Reader's Theater activities. Teachers in grades 3, 4 and 5 have had specific instruction in Text Features to enhance the Literacy Analysis subtest of FCAT Reading.

A school wide Reading/Writing Focus Walk was conducted in the fall by the Reading/Writing Team gathering data from every classroom around word walls in all subject areas, the use of individual student word journals and the number of fiction and non-fiction books in each classroom. Additional non-fiction texts were ordered and distributed to classrooms. During two vertical planning professional learning communities, teachers explored standards at each grade level and the strategies they employ that reach more success. A greater understanding school wide was gained in hopes of greater student achievement gains school wide in reading and writing.

(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 to ensure that students scoring FCAT Levels 1 or 2 increase achievement to proficiency (FCAT Level 3). Please be specific for each grade level and/or subgroup.

Interim Benchmark Assessments at or above proficiency

Whole School Grade 3: 59 students at 47.2% (Beginnning) 67 students at 54.47% (Mid year) +7.27% gains

	Fall Reading Gr. 3	Winter Reading Gr. 3	
White	31 students at 50.82%	35 students at 60.34%	**+9.52%**
Black	17 at 40.48%	18 at 42.86%	**+2.38%**
Ec.Disadvantaged	22 at 36.67%	23 at 38.35%	**+1.66%**

Grade 4: 57 students at 54.81% (Beginning)
56 students at 55.45% (Mid year)
+.64% gains

	Fall Reading Gr. 4	Winter Reading Gr. 4	
White	22 students at 57.78%	21 students at 56 at 52%	**+1.26%**
Black	18 at 38.24%	19 at 38.71%	**+.47%**
Ec.Disadvantaged	36 at 51.67%	27 at 46.43%	**-5.24%**

Grade 5-56 students at 45.53% (Beginning)
62 students at 49.06% (Mid year)
+4.07% gains

	Fall Reading Gr. 5	Winter Reading Gr. 5	
White	24 students at 56.86%	28 students at 53.85%	**-3.01%**
Black	20 at 44.23%	25 at 48.08%	**+3.85%**
Ec.Disadvantaged	20 at 42.19 %	32 at 48.48%	**+6.29**

(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.

Students that are scoring FCAT Levels 1 or 2 have an adult mentor within the school to provide encouragement and support in making learning gains. Mentors meet with students for varying amounts of time weekly. Creating mental images or visualizing involves the ability of readers to make mental images of a text as a way to understand processes or events they encounter during reading. Some research suggests that readers who visualize as they read are better able to recall what they have read than those who do not visualize. Visualizing is an actively taught skill to lower performing readers. The students that are in the Economically Disadvantaged Subgroup have started participating in teacher led book clubs called Boys n2 Books and Ladies n2 Literacy. Students receive books in bags to take home and each week discuss these books over breakfast and set new goals of reading more at home. Teachers will be increasing the amount of guided reading instruction that is provided to these students as well as phonics decoding practice. Third grade teachers are implementing strategies learned in their 8 week Reading Continuous Learning Cycle (CLC). Teachers continue to participate in other professional development opportunities on and off campus. The speech therapists at our school work with students who have slower fluency one time weekly between

January and April. Students participate in jig sawing reading and sharing in shoulder partner discussions. Book of the Month responses to literature and book discussions help all groups of readers focus on one common topic. The Duval School District focuses on the Super Six reading strategies as part of it's READ IT FORWARD JAX campaign that focuses on the importance of reading as at ages.

(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 Level 3 to maintain proficiency and/or increase achievement to above proficiency (FCAT Levels 4 or 5)? Please be specific for each grade level and/or subgroup.
(FAIR) 4. For students receiving an FCAT 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 participate in literacy centers that focus on specific learning needs. Continuing the use of computer based software is of emphasis for these students. Vocabulary is emphasized school wide through a Book of the Month and vocabulary notebooks. Teachers use Limelight and Inform to create tests for students to take so that we have ongoing current data to inform instruction. Third grade teachers implement strategies learned in the Reading Continuous Learning Cycle (CLC). Teachers continue to participate in other professional development opportunities on and off campus. Teachers use resources provided by Florida Center for Reading Research. Parental involvement is promoted through FCAT Family Nights and newsletters home that share reading strategies. Students are taught to use a wide variety of graphic organizers when retelling, summarizing and drawing conclusions. Students practice inferring, predicting, visualizing and formulating their own questions in a variety of settings during reading classes.

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

Our higher performing students are given opportunities to extend learning through computer based software (i.e. DESTINATIONS SUCCESS, FCAT Explorer, Eduplace, etc.) at a grade level higher than their actual placement. Higher order questioning based on Webb's Depth of Knowledge is included in daily instruction. These students also participate in Literature Circles within the classroom. An extra focus on literacy was promoted through student engagement during Literacy Week learning activities and Author Studies. Higher performing readers are often found "teaching" younger readers in Buddy classrooms. Students know their reading data scores and are challenged to reach higher. An afterschool Literacy group with Brain Brawl activities has been formed and available through the Extended Day program to build more complex problem solving skills for higher performing readers. Special emphasis has

been placed on reading to make inferences at grade 3 and using text structure features in fiction and non fiction texts. Students at higher levels of reading
ability work on a variety of comprehension strategies to become active, purposeful readers.

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. Math gains for district interim benchmark assessments are as follows:

Interim Benchmark Assessments at or above proficiency

Grade 3- students at 40.8% (Beginnning) students at 37.6% (Mid year) -3.2% losses

	Fall Math Gr. 3	Winter Math Gr. 3
White	29 students at 47.54%	21 at 35.59% **-11.95%**
Black	11 at 26.14%	16 at 37.21% **+11.02%**
Ec.Disadvantaged	17 at 28.13%	26 at 41.94% **+13.61%**

Grade 4 27 students at 25.96% (Beginnning)
40 students at 39.06% (Mid year)
+13.64 % gains

	Fall Math Gr. 4	Winter Math Gr. 4
White	14 students at 31.11%	22 at 47.83% **+16.72%**
Black	5 at 14.71%	7 at 22.58% **+7.8%**
Ec.Disadvantaged	18 at 26.47%	18 at 27.27% **+.80%**

Grade 5 27 students at 25.96% (Beginnning) 40 students at 32% (Mid year) +5.88 % gains

	Fall Math Gr. 5	Winter Math Gr. 5	
White	18 students at 29.51%	24 at 46.15%	**+16.64%**
Black	10 at 18.87%	10 at 19.23%	**+.36%**
Ec.Disadvantaged	18 at 26.47%	18 at 27.27	**+.80%**

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 strategies that have contributed to the increase in student achievement in kindergarten through second grade math gains include administrative and peer observations, use of manipulatives, hands-on activities, small group instruction, differentiated centers, a daily hour of Math Workshop, use of technology with Destination Success and Reflex Math, Response to Intervention (we call it Reaching to Improve) tiered instruction, tutoring, and the implementation of Breakfast and Benchmarks to teach parents strategies in math from the Next Generation Sunshine State Standards and Common Core Curriculum. Students in Grades K,1,and 2 have completed two of three district wide math assessments and teachers have analyzed their data to make adjustments to instructional needs. Students at grade two participate in 1 daily 15 minute math lesson (FCIM) to increase their skills in the lowest tested math standard from these interim assessments.

The strategies that have contributed to the increase in student achievement in third through fifth grade include utilizing technology within instruction, One para-Professional pulls students for intensive instruction on a daily basis, a daily hour of Math Workshop, Response to Intervention tiered instruction, and focus lessons around the FCIM model (I do, we do, you do, mini assessment, and re-teach/enrichment). One third grade class is using *IXL* math online as an action research project to compare math gains verses those using REFLEX Math online. GIZMOS software is used with students in Math and Science. In addition to the strategies listed above, faculty uses Inform to help desegregate and compare data from benchmark results. After benchmark analysis, faculty meet for Professional Learning Communities to discuss standards taught to determine future instruction and instructional strategies. Students in grades 3,4 and 5 participate in a daily 15 minutes lesson (FCIM) to increase their skills in the lowest tested math standards from the district interim benchmark assessments.

5th grade students use fraction circles purchased by the School Advisory Council to include a visual representation of the fractions to solve addition and subtraction problems. One math standard is to represent addition and subtraction of fractions and decimals with like and unlike denominators using models, place value and properties. These manipulatives are of great help in giving students an actual representation of fractions for them to see, touch and use to identify solutions to problems. This was especially helpful to our lower level students who need these concrete examples to assist them to transferring to the abstract. These circles to begin with problems to represent the expression to solve. We then used them to assist us in converting the fractions to equivalent representations with the same denominators (which was a visual or proof as to why certain fractions are considered equivalent and why). The effectiveness of being able to utilize the manipulatives with students can be seen in the progress shown from the Fall Math Benchmark to the Winter Benchmark in the above standard. There was an increase in the accuracy of questions answered within this standard. It also showed us that we will need to continue to use these manipulatives to assist our students in estimation of fractions and decimals.

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 to ensure that students scoring FCAT Levels 1 or 2 increase achievement to proficiency (FCAT Level 3). Please be specific for each grade level and/or subgroup.

The math teams at each grade level meet regularly during Professional Learning Communities to discuss the standards taught. The Faculty utilizes data from Pearson Inform to disaggregate and compare standards assessed and determine future instructional lessons and strategies. Gains being made are attributed to increasing technology, intensive instruction, restructuring Response to Intervention groupings, conferencing, small group instruction, using manipulatives, teacher mentors, and providing hands on experiences, FCIM focus lessons, and increased parent communication. Teachers plan lessons from two sets of district purchased materials *Envisions* and *MATH INVESTIGATIONS*.

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

To help Level 3 math students continue to grow in along a consistent path, DESTINATIONS SUCCESS software assignments are assigned based on learning need and FCAT EXPLORER math programs help challenge math skills. Regular assessments are given to gauge pupil successes in small leaps before assigning larger leaps of learning. Positive attitude building is practiced with these students to help them gain confidence in their math abilities

5. Utilizing data from the mathematics baseline and mid-year assessments, describe the activities designed for students scoring FCAT Levels 4 or 5 to maintain above level proficiency and enrichment. Please be specific for each grade level and/or subgroup

Teachers plans from two sets of district purchased materials *Envisions* and *MATH INVESTIGATIONS*. Materials allow for enrichment activities. Students maintain a mathematic glossary to remember key words, concepts, definitions, terms, diagrams, graphs, formulas, etc**.**. They often create flashcards to help them study and peer teach with other students. A BRAIN BRAWL Math challenge group has been formed for after school as a choice through Extended Day open to higher performing math students.

ALGEBRA 1 Only * (Include all students, at each grade level, who will be administered the End of Course Exam)

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

***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 content clusters 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 proficiency.

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.

Four school wide formal writing prompts have been administered to all K-5 students. Two comparing narrative writing prompts reveal writing growth at each grade level. Two expository writing prompts have been administered and growth noted as well. A fifth prompt will be given to all students in February 2, 2012.

Students are writing everyday during Writer's Workshop and in Math, Science, and Social Studies. Journals and notebooks are maintained in all subject areas. In 2nd, 3rd, and 4th grade, teachers and students to analyze writing progress use rubrics. Peer editing and teacher conferencing are utilized to move student writing forward. Teachers use District writing prompts to guide direction of writing instruction. In 3rd and 4th grade teachers revise and edit writing prompt pieces with students in lessons after the prompt is given. Teachers in all grade levels use materials and instructional strategies developed by Melissa Forney. The District Learning Schedule guides teachers as the use the standards to teach writing.

The average number of students at or above standards in writing to date: **Grade 3**: 7.69% (2.48) **Grade 4**: 45% (3.14) **Grade 5**: 60% (3.54) Our goal is that each student scores a 4 out of 6 on the state writing rubric.

Define the level of proficiency for this assessment. 4	AYP MET	Total # of Students	Percent of Students Tested	Overall Average	Percent of Students at 3.0-3.9	Percent of Students at or Above 4.0	Average Score: Expository	Percent Proficient: Expository	Average Score: Narrative	Percent Proficient: Narrative
All Students	Yes	B 104 M 109 C 5	B 96% (100) M 89% (97) C (7%)	B 2.62 M 3.14 C 0.52	B 45% (45) M 47% (46) C 2%	B 13% (13) M 32% (31) C 19%	B M C	B M C	B 2.62 M 3.14 C 0.52	B 13% (13) M 32% (31) C 19%

White	N/A	B 44 M 48 C 4	B 93% (41) M 88% (42) C (5%)	B 2.73 M 3.21 C 0.48	B 46% (19) M 57% (24) C 11%	B 17% (7) M 31% (13) C 14%	B M C	B M C	B 2.73 M 3.21 C 0.48	B 17% (7) M 31% (13) C 14%
Black	N/A	B 35 M 37 C 2	B 100% (35) M 89% (33) C (11%)	B 2.57 M 3.03 C 0.46	B 51% (18) M 39% (13) C (12%)	B 6% (2) M 30% (10) C 24%	B M C	B M C	B 2.57 M 3.03 C 0.46	B 6% (2) M 30% (10) C 24%
Econ Disadv	N/A	B 57 M 50 C (7)	B 100% (57) M 100% (50) C 0%	B 2.63 M 3.14 C 0.51	B 49% (28) M 50% (25) C 1%	B 11% (6) M 32% (16) C 21%	B M C	B M C	B 2.63 M 3.14 C 0.51	B 11% (6) M 32% (16) 21%

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.

Teachers will collaborate more as they analyze student writing together. Fourth grade students and their parents will participate in a Family Night with emphasis on the FCAT Writing. Students will continue publishing their stories for an audience. Teachers will use Author Studies to help students learn more about mentor writers. Parental involvement for 4th grade parents is promoted through FCAT Writes Family Night.

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 to ensure that students achieve Adequate Yearly Progress (FCAT Level 3.0). Please be specific for each grade level and/or subgroup that declined.

Teachers will collaborate more as they analyze student writing together. Fourth grade students and their parents will participate in a Family Night with emphasis on the FCAT Writing. Students will continue publishing their stories for an audience. Teachers will use Author Studies to help students learn more about mentor writers. Parental involvement for 4th grade parents is promoted through FCAT Writes Family Night.

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

Students will be given the opportunity to read their published work. These students will use technology to publish their work. The internet will be used to help students do the research necessary for expository writing. Peer tutoring gives these students an opportunity to share what they have learned.

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.

5th Grade	Assessment Used: Interim Benchmark Assessment When using percentages, include the number of students the percentage represents (e.g., 70% (35)).											
Define the level of proficiency for this assessment. 75 %	Total # of Students	Percent of Students Tested	Overall Average	Percent of Students at or Above Proficiency	Average Score: Nature of Science	Percent Proficient: Nature of Science	Average Score: Earth & Space Science	Percent Proficient: Earth & Space Science	Average Score: Physical Science	Percent Proficient: Physical Science	Average Score: Life Science	Percent Proficient: Life Science
All Students	B 135	B 99.26%(134	B 54.62	B 8.96%(12)	B 49.57	B 14.93%(20)	B 48.24	B 4.48%(6)	B 66.37	B 35.07%(47)	B 52.32	B 6.72%(9)
	M 128	M 98.44% (126	M 58.35	M 17.46% (22)	M 53.02	M 19.05% (24)	M 52.41	M 6.35% (8)	M 74.05	M 54.76% (69)	M 51.89	M 8.73% (11)
	C (7)	C (0.82%)	C 3.73	C 8.50%	C 3.45	C 4.12%	C 4.17	C 1.87%	C 7.68	C 19.69%	C (0.43)	C 2.01%

Science scores increased for grade 5 students at a district assessment from 54.625 to 58.35% with 3.73% increase in student gains at or above standard. While gains are noted in each subtest category, Earth and Space science was not as proficient as other areas, Physical Science remains an area of strength.

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 grade level.

A daily Science Workshop around 5E model is implemented with hands on experiments either in science lab or the every K-5 classroom daily. Regular science vocabulary instruction enhances student content development. K-5 grade Science teachers are following the District Learning Schedule and exposing students to the suggested Benchmark Lessons which include the 5E's model. The Explorations include questioning strategies to use throughout the investigations to guide student's thinking and awareness of Scientific Inquiry. There is a strong emphasis on Science Data Collection and Observations and Data Analysis as a group and an individual to promote deeper comprehension of the content among the 5th grade science teachers. Students in K-5th grade classes are actively engaged in Hands-On activities. Science based Field Trips have assisted in teaching application of content to the real world. Teachers are promoting use of computer based tutorials such as FCAT explorer and Gizmos. Assemblies such as Miracle of Science promote inquiry in students. School based workshops facilitated by Science lead teacher helps promote better understanding of the standards and using resources such as Picture Perfect and AIMs to teach these concepts. Science leadership teachers do focus walks in classrooms to see how teachers and students are using Science journals and Science word walls to enhance content learning. A Slimy Science Saturday has been created to help enhance lower performing students' knowledge in science. A lot of Benchmarks have not been taught yet, but are a part of the District's Time-Line and Learning Schedule for completion prior to the end of the school year. A 5th grade Science Fair and Family Science night is also planned for the Spring.

The school uses a single portable classroom as an outdoor K-5 science lab where all the school's science materials are stored. This way students can leave their regular classroom to go to a specialized lab setting, just like "real" scientists during a weekly lab time.

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 to ensure that students achieve proficiency (Level 3) in each tested grade level. Please be specific for each grade level that declined.

We have had guest speakers such as Miracle of Science and Meteorologist Tim Deegan come present to our school. A third grade through fifth grade Saturday School is now provided to meet basic FCAT Level 3 Proficiency. Each teacher is following the Learning Schedule and providing the opportunity for explorations. A 5th grade Science Fair and Family Science Night featuring a performance by Mad Scientist is underway, with an emphasis in the Nature of Science, to improve proficiency in this area. The school will have its annual FCAT Blitz with mini-scrimmages designed to test and review previous content taught prior to FCAT. 5th grade students will visit the Marine Science Center for exploration, lab activities, and a guided nature walk along the beach.

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

In order to maintain the momentum of Highly performing students, several of the strategies listed in the above response are applicable. The curriculum will be extended through Science Fair, field trips and continuous hands on activities. The Science Fair will give these students the opportunity for creative, individual exploration and scientific inquiry. Continued use of computer based tutorials will further enhance learning and comprehension of materials. A Family Science Night will take place in the Spring for students and families to explore and satisfy science curiosities.

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.

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 proficiency.

EXTENDED LEARNING

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

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

Activity	*Frequency (e.g., # of times per week, month, etc.)*	*Duration (e.g., # of minutes, hours, etc.)*	*Total # of Level 1, 2, and 3 Students in the School*	*% of Level 1, 2, and 3 Students Participating*
Extended Day	Before and after school daily remediation and enrichment	Varies 1 hour to 4 hours	8	.08%
SAI Saturday School	Saturdays January-April	2 hours	12 students	2%
Individual Teachers Tutor Own Students	Before or after school	Varies	35	10%
Family Curriculum Nights	Science, Writing. FCAT	Hour each event	25	8%

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?

Attitude and confidence building are strong indicators of students success. Mentors are assigned lowest performing students. Counseling is conducted with some students who have been retained more than once. FCAT Prep Mode focuses on doing your best on the test before FCAT Writing and April FCAT tests. Students regularly review their data performance with their teachers and set goals for next assessments. Awards ceremonies boost student achivement and morale.

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*
9/7/11 and September Faculty Meeting	CAST in classrooms, one on one with the computer	Teacher Evaluation and implementation of best practices	53	53	53
9/14/11	PD Wednesday-Grade 3-Classroom Instruction That Works by Marzano	Principal Examining teaching strategies that have positive effects on student learning.	53	53	53
9/21/11	Professional Learning Communities by Grade Level Teams	Team members who regularly collaborate toward continued improvement in meeting learner	53	53	53

		needs and reviewing common data through a shared curricular-focused vision.			
9/28/11	PD Wednesday-Grade 4-Classroom Instruction That Works by Marzano	Examining teaching strategies that have positive effects on student learning	.5	5	5
10/5/11	School Improvement Plan Presentations	Focusing on school goals, mission and data	45	45	45
10/12/11	PD Wednesday-Grade 5-Classroom Instruction That Works by Marzano Driving Data at Enterprise Learning Academy	Reviewing 2011 test and ayp data and setting school wide data goals	6	6	6
10/19/11	Professional Learning Communities by Grade Level Teams	Grade Level Chairs Team members who regularly collaborate toward continued improvement in meeting learner needs and reviewing common data through a shared curricular-focused vision.	53	53	53
10/26/11	PD Wednesday-Grade K-Classroom Instruction That Works by Marzano	Examining teaching strategies that have positive effects on student learning	7.	7	7
10/28/11 Planning Day 1-3 pm	Systematic Vocabulary Instruction	Developing enriched vocabulary based on the work of Isabelle Beck	53	53	53
10/28/11 Planning Day 1-3 pm	Afternoon, second in series of Vertical Planning meetings in writing, math, science and reading	Using recent IBM data aligning weak benchmarks with focused lessons across all grade levels	53	53	53
October thru January	Continuous Learning Cycle Reading Grade 3 Teachers	Focusing on the standards of inferencing	7	7	7
11/2/11	Rainforest Alliance, Rti, Foundations Survey, new BOM	Received Rainforest Alliance Grant-6 trained-report out, RtI Team attend training 10/21, report out, Foundations Team attended training 10/17-report out and take annual survey, HOW FULL IS YOUR BUCKET Nov/Dec BOM introduction and activity	53	53	53
11/9/11	Faculty Meeting-Review of Math tools and recent Math Conference activities	Review IBM, share Math tools, make classroom activities	53	53	53
11/16/11	Grade Level Professional	Analyze current data and review RtI	53	53	53

	Learning Communities	groupings of students, review FCIM lessons 3,4,5, continue building school wide Vocabulary program			
12/7/11	Grade Level Professional Learning Communities	Analyze current data and review RtI groupings of students, review FCIM lessons 3,4,5, continue building school wide Vocabulary program	53	53	53
1/11/12	Grade Level Professional Learning Communities	Analyze current data and review RtI groupings of students, review FCIM lessons 3,4,5, continue building school wide Vocabulary program	53	53	53
1/18/11	Faculty Meeting and PD Wednesday Grade 4 and text Structures Workshop ELA teachers 4 and 5	Two PD sessions for each teacher: Guided Reading, DRA2, Science Best Practices, Online Web Lessons	53	53	53
1/25/12	Calibrating Cast as a Faculty	New evaluation system underway, build confidence, allay fears, share findings	53	53	53
2/8/12	Professional Learning Communities	Reviewing data for instruction, RtI and common assessments	53	53	53

In addition to school based trainings, teachers are enrolled at a local professional development institute in a variety of reading, behavior, math and science seminars. Based on the baseline and mid-year data, describe the additional professional development activities that will be offered before the FCAT to help teachers increase student performance.

Teachers will continue to meet several times monthly in grade level professional development communities to analyze assessment data and plan next steps for students at each tier for Response to Intervention. Additionally, FCIM lessons will be built around standards least mastered in compliance with state requirements for not meeting AYP. District coaches will guide reading and math teachers through FCAT specification standards digging deeper into unpacking standards and filtering disqualifying information and test taking strategies. Emphasis will be placed on performance type tasks, understanding graphic displays and illustrations and Webb's Depth of Knowledge complex questions. A Science Fair will be conducted with fifth grade students. A Family Science Night will take place in March with a variety of hands on experiments planned for students and adults.

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