2009-2010
Mid-Year
School Improvement Plan Training

Office of
School Improvement (OSI)

Objectives

- **Use current student data to make the appropriate adjustments to instruction and resources as documented in the School Improvement Plan**

- **Utilize the available updated resources to complete the Florida Department of Education, Bureau of School Improvement Mid-Year Report**

Review 2009-2010 School Improvement Plan

- **Review the current School Improvement Plan**

  - Reflect on Action Step implementation

  - Determine strengths and weaknesses

  - Does the Action Step correlate with the weaknesses?

Data Analysis of Baseline Assessments

- **What is the purpose of baseline data?**

- **Does this data validate your *Needs Assessment* statement?**

- **Are school trends evident?**

Interim Assessments

- **Alignment to the School Improvement Plan**

  ▫ **Where were the increases or decreases as compared to the Baseline?**

  ▫ **What Action Steps or strategies made a positive impact?**

  ▫ **What are the implications for your school sites?**

Activity

1. **Examine Mock Data**

2. **Highlight Areas**

   - **Increases in BLUE/ GREEN**

   - **Stagnation in YELLOW**

   - **Decreases in PINK/ORANGE**

3. **Identify areas of need by Subgroup and Content Cluster**

4. **Using the Appendix Resource, select an appropriate Action Step to address the area of need**

5. **Write findings on chart paper using a 3-column note**

Mid-Year Report*

* All DA schools should submit baseline data, mid-year assessment data, and the mid-year report for reading and mathematics in grades 3-10, and in writing and science for those grade levels tested. This data is only required for 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. In writing and science, this data is only required for "all students" in the grade levels tested. **Non-Title I "A", "B", and "C" DA schools are only required to submit baseline and mid-year data and a mid-year report for subgroups who did not make AYP during the prior school year.**

Reading Data Analysis
1. Describe the **gains and/or decreases in mastery** that have occurred since the baseline assessment. Include specific information about the **grade levels or subgroups** where improvements or declines have occurred. **(DATA based responses)**

- **Describe gains in Mastery**
    - •Grade level
    - •Subgroup(s)
    - •Percentage points of increase
- •Describe decreases in Mastery
    - •Grade level
    - •Subgroup(s)
    - •Percentage points of decrease

Reading Data Analysis
1. Describe the gains and/or decreases in mastery that have occurred since the baseline assessment. Include specific information about the grade levels or subgroups where improvements or declines have occurred.

When compared to the score from the Reading Baseline Assessment, results from the Reading Mid-Year Assessments indicate an increase in the percentage of students in the grades 3-5 performing on grade level. In the third grade, the percentage increased by 8 percent. In fourth grade, the percentage decreased by 3 percent and in fifth grade, there was an increase of 4 percent.

Students in grades 3-5 attained a mastery level of 46% in reading of the Sunshine State Reading Standards. The areas of strength are as follows: grade three students demonstrated their highest level of progress in main idea and plot development with 49.5% mastery. Grade four students have demonstrated their highest level of progress in compare and contrast and similarities and differences with 69.34% mastery. Grade five students have demonstrated their highest level of progress in main idea with 52.61% mastery.

 As determined by the District's Winter second Interim assessment data, our grade three students need improvement in reference and research (29.25% mastery) and vocabulary (28.5% mastery). Grade four students need improvement in reference and research (38.68% mastery), author's purpose (48.58% mastery), and vocabulary (58.49% mastery). Grade five students need improvement in a compare and contrast (16.36% mastery), vocabulary (33.64% mastery), and reference and research (39.39% mastery).

With 97% of the student population in the subgroup of Economically Disadvantaged, the mastery levels were as follows: grade 3 at 43%, grade 4 at 45% and grade 5 at 49%. Students in the Hispanic subgroup in grades 3-5 scored as follows: grade 3 at 43%, grade 4 at 50%, and grade 5 at 41%. Students in the Black subgroup in grades 3-5 scored as follows: grade 3 at 44%, grade 4 at 40%, and grade 5 at 51%. Students in the ELL subgroup in grades 3-5 scored as follows: grade 3 at 19%, grade 4 at 27%, and grade 5 at 32%.

Students in the Economically Disadvantaged subgroup in grade 3 demonstrated their highest area of mastery in plot development (52.81%). Students in the Economically Disadvantaged subgroup in grade four demonstrated their highest area of mastery in author's purpose (66.41%) and grade 5 cause and effect (57.58%). Students in the Hispanic subgroup in grade 3 demonstrated their highest level of progress in plot development (50%), grade 4 in author's purpose (67.36%) and grade 5 in similarities and differences (56.25%). Students in the Black subgroup in grade 3 demonstrated their highest level of progress in cause and effect (56.73%), grade 4 in author's purpose (61.25%), and grade 5 in cause and effect (62.14%). Students in the ELL subgroup in grade 3 demonstrated their highest level of progress in reference and research (32%), grade 4 in reference and research (37%) and grade 5 in reference and research (43%).

2. Describe the specific **strategies or school improvement activities** that have contributed to <u>increases</u> in student mastery. Please be specific for each **grade level and/or subgroup**.

- **Increases in Student Mastery**
    - **Specific Strategies/Action Steps**
    - **Specific Grade level**
    - **Subgroup(s)**

In grades K-5, all students who demonstrated deficiencies in reading skills participated in daily intervention activities to address their specific deficiencies. The FAIR and Ongoing Progress Monitoring (OPM) were used to monitor student progress in reading, identify the needs for intervention, and target instruction. The Leadership Team met regularly to review the results of monthly Reading Assessments and monitor the reading instructional programs. Results were used to evaluate and adjust instruction and identify students in need of intervention at each grade level. Results were also used to identify areas in need of professional development to the teachers of those students. Region support personnel provided additional instructional reading support to teachers and students of all subgroups of grades 3, 4, and 5 within the classroom environment. The ELL teachers also provided in-class and pull-out support to the students in the ELL program in all grades.

Interim Assessments

- **Alignment to the School Improvement Plan**

  - Where were the increases or decreases as compared to the Baseline?

  - What Action Steps or strategies DID NOT lead to expected gains?

  - What are the implications for your school sites?

Appendices-Revisions

- **Language Arts**
  - ▫ **Writing Action Steps p.51-68**
- **Mathematics**
  - ▫ **Includes New Generation Sunshine State Standards p.70-97**
- **Science**
  - ▫ **Programs-Urban Advantage Initiative is deleted**
- **Instructional Technology**
  - ▫ **Programs outline by grade and suggested uses p.105-114**
- **English as a Second Language (ESOL)**
  - ▫ **Support Steps organized by content clusters**

3. What **changes to instruction, strategies, and/or school improvement activities** will be made prior to the administration of the FCAT to ensure that students reach mastery? Please be specific for each **grade level and/or subgroup that saw** **declines.**

Declines:
  - **Specific strategy or Action Step**
  - **Grade Level**
  - **Subgroup**
  - **Specific Content Cluster**

In grades K-5, all students demonstrating deficiencies in reading skills, will participate in daily intervention activities to address their specific deficiencies. The FAIR and Ongoing Progress Monitoring (OPM) will be used to monitor student progress in reading, identify the needs for intervention and target instruction. The Leadership Team will meet regularly to review the results of monthly Reading Assessments and monitor the reading instructional programs. Results will be used to evaluate and adjust instruction and identify students in need of intervention in every grade level. Results will also be used to identify areas in need of professional development for teachers of those students. Furthermore, the ELL teachers will intensify to provide in-class support to the students in the ELL program in all grades.

Staff development in critical thinking strategies, innovative curriculum techniques, curriculum mapping, and differentiated instruction will enhance instructional focus. Incorporation of more realistic fiction and reference and research materials as classroom resources will provide more historical, scientific, and cultural literature in grades three through five. Assessment of students' fluency, participation in reading interventions for FCAT Achievement Level 1 and 2 students, and after-school tutoring for low performing students will positively impact student performance.

Our data shows an increase in reading performance in grades 3 and 5 and a decrease in grade 4. There is a dramatic need for improvement in grade 4. In December all grade levels will incorporate Voyager's Ticket-To-Read program, which is a web-based skill building technology that focuses on improving fluency, building vocabulary, and increasing comprehension.

4. What specific strategies will be used to improve the achievement of **non-AYP subgroups**? **(Subgroups** not making AYP on 2009 FCAT)

Subgroups not Making AYP on 2009 FCAT
• Specific Subgroup
• New Strategies

To address non-AYP subgroups, small learning communities, weekly skills test, monthly assessments, and On-going Monitoring Progress will be used to evaluate the progress of these subgroups.

The Leadership Team and classroom teachers will review weekly class and student reports for non-AYP subgroups to adjust instruction, analyze performance, document status, and monitor students' reading development. In addition, administration will closely monitor the reading instruction programs and classroom instruction through classroom walkthroughs and formal observations.

Completing the Mid-Year Report

- **Extended Learning Programs**

- **Aligning Professional Development**

Next Steps…

- **2nd District Interim** Assessment **MUST BE** used to complete the Mid-Year report

- **Allotted time-lines**

- **FAQ's**

Questions