

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MCNAB ELEMENTARY SCHOOL

District Name: Broward

Principal: Kellee Stroup

SAC Chair: Katie Nitowski and Nichole VanDyke

Superintendent: James F. Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-14-2009

Dr. Eric J. Smith, Commissioner
Florida Department of Education
325 West Gaines Street
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chancellor
K-12 Public Schools
Florida Department of Education
325 West Gaines Street
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VISION and MISSION STATEMENTS

The mission of McNab Elementary School is to provide a quality, safe education within a safe and secure learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

McNab Elementary is a neighborhood school which currently has approximately 795 students. Our students begin at McNab in kindergarten and continue through 5th grade. In 6th grade through 8th grade our students attend Pompano Beach Middle or Crystal Lake Middle. In 9th grade through 12th grade our students attend Ely High School. McNab made AYP during the 2008 - 2009 school year. All subgroups made the adequate yearly progress. Our school grade was an A.

Unique School Strengths for Next Year

McNab Elementary earned an A for the second consecutive year. We earned 605 accountability points on the 2009 FCAT, making AYP for the seventh consecutive year. We believe that the next school year will show increased growth across all accountability areas.

Unique School Weaknesses for Next Year

4th grade math is a unique school weakness this year. In 2008, 89% met proficiency in math, while in 2009 only 84% met proficiency.

Student Demographics

The current population of McNab is 795 students. The American Indian population is 1- accounting for 0% of the population. The Asian or Pacific Islander population is 22, or 3%. Black, non-Hispanic is 66, accounting for 9% of the population and the white, non Hispanic population is 443 students, which is 59% of the population. There are 22 multiracial students, accounting for 3% of the population and 191 Hispanic students, accounting for 26% of our school population.

Student Attendance Rates

2007- 94.80
2008- 94.90
2009- 94.90

Student Mobility

2007 - 25.70
2008 - 27.40
2009 - 26.30

Student Suspension Rates

In school

2006-2007- .40
 2007-2008- .40
 2008-2009- 1.6
 Out of school
 2006-2007- .70
 2007-2008- .30
 2008-2009- 1.40

Student Retention Rates

2007- 2.60
 2008- 3.61
 2009- 3.0

Class Size

PK - 3
 2007 - 17.92
 2008 - 17.74
 2009 - 17.52

Grades 4 -5
 2007 - 19.12
 2008 - 19.50
 2009 - 21.55

Academic Performance of Feeder Pattern

No schools feed into McNab Elementary

Partnerships and Grants

McNab will continue its partnerships with After School Programs Inc., Boys Town, Huntington Learning Center, and Imperial Point Medical Center

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Assis Principal	Ernie Lozano	Elementary Education ESOL Educational Leadership	1	4	2009 - McNab Elem. All categories of AYP were met and the school received an A grade. 2008 - Croissant Park Elementary School received an A grade and we met 97% of AYP criteria. 2007 - Croissant Park Elem. - We received a school grade of an A and met 95% of AYP criteria.
Principal	Kellee Stroup	Elementary Education ESOL School Principal All Levels	5	11	2009 - McNab Elem. All categories of AYP were met and the school received an A grade. 2008 - McNab Elem. All categories of AYP were met and school received an A grade. 2007 - McNab received a B. All categories of AYP were met.

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
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Reading	Sylvia Cobo	Elementary Education ESOL Bilingual Education Spanish	20	5	2009 - McNab Elem. All categories of AYP were met and the school received an A grade. 2008 - McNab Elem. All categories of AYP were met and school received an A grade. 2007 - McNab received a B. All categories of AYP were met.
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* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Partnering new teachers (grade level change) with veteran staff	Principal	June 2010	
2. New teachers participate in NESS program	Debra Norton	June 2010	
3. Additional support provided by team leader	Team Leader	June 2010	
4. Administration attends district job fairs and seeks highly-qualified candidates	Principal Assistant Principal	August 2010	
5. Coordinate with instructional staff not highly qualified to take subject area exam or get proper documentation to meet highly-qualified status	Principal	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Melissa Melnyk	EI Ed K-6	4th grade	working towards ESOL endorsement
Jana Dietz	EI Ed K-6	4th grade	working towards ESOL endorsement
Alina Gruetter	Spanish K-12	Spanish	working towards ESOL endorsement
Mary Monaco	Mentally handicapped K-12; SLD K-12	ESE	1. working towards ESOL endorsement 2. requires Elem SAE
Jeanene Dillone	Elem Ed. Early Childhood ESOL	Kindergarten	1. requires Elem SAE
Anna Porter	Elem Ed. ESOL	Fifth Grade	1. requires Elem SAE
Donna Shubert	PreK/Primary ESOL	Kindergarten	1. requires Elem SAE
Erin Ryan	Elem Ed. Gifted Reading PreK/Primary Middle Grades Integrated ESOL	4th/5th Gifted	1. requires Elem SAE

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
42	0	24	24	52	10	81	5	17	90

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
		Mr. Butterweck has been assigned to the second grade for the 2009-2010 school year	Collaborative lesson planning and curriculum

Andria Ammons	Robert Butterweck	after having taught fifth grade for many years. This is a significant grade level change, and there is a need for assistance to transition to the new grade level	integration. Monthly meetings to address any concerns or questions. The mentor can observe the mentee, and time will be given for the feedback, coaching and planning.
Anna Porter	Cherron Harrison	Ms. Harrison has been assigned 5th grade for the 2009-2010 school year after having taught 3rd grade for many years. This is a significant grade level change, and there is a need for assistance to smoothly and efficiently transition to the new grade level.	Collaborative lesson planning and curriculum integration. Monthly meetings to address any concerns or questions. The mentor can observe the mentee, and time will be given for the feedback, coaching and planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Title I services will be used to provide supplementary instruction to raise the achievement of students who are failing or at risk of failing. Specifically, employing a paraprofessional, providing professional development activities and implementing parent involvement activities.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

This money is used to pay a partial teacher salary.

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: provides a common vision for the use of data-based decision-making and ensures that there is implementation of the interventions; conducts assessments of RtI skills of school staff and provides adequate professional development to ensure the efficient and effective implementation of interventions.

Select general education teachers (one per grade level): Will provide information about the core curriculum and will collect student data to document the effectiveness of the interventions. They will collaborate with other staff, share data and offer suggestions for interventions. They will follow up each month with the RtI team and grade level to modify interventions as needed.

ESE teachers: will collaborate with general education teachers and document student data. They will integrate the core curriculum and interventions. They will communicate with general education teachers and provide remediation ideas for them. They will work together to provide differentiated instruction for all ESE or struggling students. They will share interventions with all staff as part of professional development.

School psychologist: participates in the collection, interpretation and analysis of data; facilitates development of intervention plans, provides support for intervention fidelity and documentation; will provide professional development to faculty and staff.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The leadership team will be responsible for focusing on areas of concern throughout the school year based on the data collected and insight from teachers and all members of the RtI teams. The team will meet once a month to: review data, follow up on previous goals and focus areas. look for new trends and areas of concern, identify students not projected to meet proficiency, identify students who have met and exceeded proficiency, discuss new interventions and technologies to assist these student, The team will identify professional developments and resources that will support the interventions chosen as the focus. The team will continuously collaborate to problem solve, share effective practices, evaluate implementation of interventions, make decisions and facilitate professional development.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI Team met with the School Advisory Council and principal to help develop the SIP. They provided valuable insight for the plan and ideas for modification. They used the data from the 2008-2009 standardized testing to direct the focus and goals of the 2009-2010 SIP.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: 2009 FCAT, SAT, Naglieri, FAIR, FCAT
Progress Monitoring: BAT; mini BATs, DAR, Early Reading Diagnostic Assessment, IRI's
End of the year: FCAT, SAT
Frequency of Data Days: once a month for data analysis

Describe the plan to train staff on RtI.

Professional development will be implemented on professional planning days and during teachers' common planning time.

They can collaborate through email- CAB as well between meeting dates or have informal meetings during common planning time. The RtI team will also determine additional professional development needs during their monthly meetings.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Across all subject areas and grade levels, students are performing at district and state averages. 80% met standards in reading, 84% met standards in math, 92% met proficiency in writing and 64% met proficiency in science
A weakness was in the area of math, in particular the lowest 25%. 58% of the lowest 25% made learning gains on the 2008-2009 FCAT. This was a decrease from 83% the previous year.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Developing the IFC: By disaggregating test data, an Instructional Timeline and Instructional Focus calendar are developed for instructing the benchmarks in the core subject areas, specifically tested benchmarks. The 2009 FCAT results were used to develop the IFCs.

Teacher involvement: All teachers modified and gave insight into the IFC for 2009, based on the previous years IFC. They met in groups based on subject area and made suggestions for modifications to the IFC at a faculty meeting in May of 2009.

Teachers will be responsible for determining instructional focus of whole group lessons and small group differentiated instruction.

Monitoring the IFC: Administration will make classroom visits, evaluate lesson plans and collaborate with RtI to ensure that IFC is being utilized. Furthermore, they will monitor teacher data and meet with teachers to determine if IFC is being implemented efficiently. RtI team members and team leaders will meet with teachers who are struggling with implementing the IFC.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Based on the 2009 FCAT scores:

Reading: Main idea: Points possible were 24 for 3rd, McNab and the District earning 16 points. 4th grade: 23 points possible, McNab and the District on average earned 15 points; 5th grade: 21 points possible, McNab earned 15 points and the District average was 14 points.

Math: 3rd grade: Number sense: McNab earned 9 out of 12 possible points, while the District average was 8. 4th grade: Measurement; McNab earned 5 out of a possible 8 points, while the District average was 6. 5th grade: Data analysis: McNab earned 8 out of 12 possible points, while the District average was 7.

Science: Earth and Space: McNab earned 8 points, while the District and State average were 8.

Writing: Our focus will be narrative. We only had 84% achieving mastery while the District had 89%. We are tied or above average in comparison to the state in both narrative and expository. We are below average in both compared to the district. McNab would like to surpass the district and state on all noted Benchmarks.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Teacher collected data as well as standardized testing will be continuously reviewed to modify instruction. Informal assessments will be used to modify instruction as well to ensure there is differentiated instruction rather than a panacea of curriculum. Administration will also use classroom visitation and student learning gains by teacher to be sure that low-performing students are having their needs met.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Not applicable

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Not applicable

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Grade level teachers will meet bi weekly to determine areas of students' strengths and weaknesses as documented and demonstrated by class assignments, assessment results and standardized testing, such as the BAT. Mini BATS, IRIs, DAR, Cold reads and other assessments can be used to ensure that instructional delivery is aligned across grade level and subject areas. Lesson plans must be created with differentiated instruction as the main priority for struggling students and students who have mastered content. Teachers will meet monthly in their Professional Learning Communities to analyze data and share best practices.

How are instructional focus lessons developed and delivered?

Instructional focus lessons were developed by instructional coaches and the principals. Instructional coaches and administration provided focus ideas for each subject area based on the 2009 FCAT and assessments. The focus lessons were aligned with the benchmarks and standards for each subject area that are assessed on the FCAT.

How will instructional focus lessons be revised and monitored?

Mini assessments, such as the mini-BAT, Cold Reads, and teacher created assessments will drive instruction. Student mastery will determine the need to remediate or reteach the content.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Mini assessments based on the focus lessons will be administered. The assessments will be administered on a monthly basis.

How are assessments used to identify students reaching mastery and those not reaching mastery?

Results of the assessments will be used to drive differentiated instruction and remediation for those students not demonstrating mastery. Mastery will be set at 70%. Students in need of intensive instruction, those below 50%, will meet in small group and the delivery of content will be differentiated to their needs. Those students who meet mastery will be given enrichment opportunities. Those students between 50 and 70% will be given additional practice opportunities to reinforce concepts.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Students who are at or above mastery level will be given enrichment opportunities such as projects, research options, and other supplemental lessons that will reinforce and maintain their mastery level.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Bi weekly, grade levels will meet to review data. They will determine focus lessons for whole group and small group instruction. They can modify curriculum to meet the needs of all of the students. Monthly, Professional Learning Communities will meet to disaggregate the data and suggest best practices, using insight from the grade level meetings as well. All of the meetings will be documented, using a standard form for all grade levels and PLCs. The form will be submitted to administration the day after the meeting. Administration can then address any concerns or suggestions for the following meeting. Administration, ESE specialists and instructional coaches will attend meetings on a rotating schedule to ensure that the meetings are focused and efficient.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The Principals and Leadership team will review the notes from meetings as well as observe meetings first hand. They will then meet with the groups monthly, or as they deem appropriate, to help drive instruction and maintain focus. They can share best practices and offer professional development for staff. They will ensure that teachers are maintaining the fidelity of the IFC. They will review data with the groups and maintain accurate and updated documentation of student data and progress. Through classroom observation, communication with the teacher of the observation and review of assessment, the Principal and Leadership team can be continuously involved in the teaching and learning process.

—ACT—

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

WILSON, small group instruction, Trophies Interventions, MacMillan Treasures, and Harcourt Interventions are all interventions used at McNab.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

Resources from the state adopted textbooks, which are designed for intensive instruction will be utilized. Computer programs such as FCAT explorer, Riverdeep and CCC will also be used. Professional Learning Communities will provide suggestions for best practices, and instructional coaches will provide resources for teachers as well as professional development opportunities to be incorporated into the curriculum for supplemental and intensive instruction.

How does the school identify staff's professional development needs to improve their instructional strategies?

Professional development needs are identified by instructional coaches, administration and teacher insight. Student data, the parent/teacher/student survey and administrative observation will determine the need for professional development as well.

Which students will be targeted for supplemental and intensive instruction/interventions?

Students who are consistently not meeting mastery in subject areas as well as those predicted to not meet proficiency on the FCAT based on the BAT assessment will be targeted for supplemental and intensive instruction/interventions. Students in need of intensive instruction will meet in small group with instructional coaches or teachers on a scheduled basis.

How will the effectiveness of the interventions be measured throughout the year?

Continuous assessment, both formal and informal, will determine the effectiveness of the interventions. Teacher observation and student portfolios will document progress of the students. Strategies that are deemed ineffective will be modified or replaced with another intervention or best practice suggestion. Data will drive instruction and interventions.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Some students may be incorporated into the gifted program at McNab, if they meet the requirements for the program. Teachers will implement alternative assessment and enrichment opportunities to enhance and support student achievement and mastery, including but not limited to outside resources and community resources. They will pace instruction to meet the needs of those students who have mastered concepts and alter delivery to best meet their instructional needs. Community resources, such as community volunteers who are experts in a particular field can help to enrich these students in small group. Technology will be incorporated for these students to be enriched and for them to accelerate into more intensive content. Students can work in groups on self-directed projects to accelerate their learning as well.

Describe how students are identified for enrichment strategies.

Students who achieve mastery of 80% or higher on a pretest will be identified for enrichment in the particular content area. Those students who have shown mastery on standardized testing will also be identified for enrichment strategies.

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Reading (one teacher per grade level)	Heather Martin	monthly	3rd Thursday of each month	Analyze the effectiveness of the reading series and remediation texts, mini-assessments and enrichments to determine if any revisions are necessary. Disaggregate data to drive instructional focus for grade levels.
Math (one teacher per grade level)	Kendra Lasher	monthly	3rd Thursday of each month	Analyze the effectiveness of the math series, supplemental materials, mini-assessments, assessments and enrichments to determine if any revisions are necessary. Disaggregate data to drive instructional focus for grade levels.
Science	Tara Benedetto	monthly	3rd Thursday of each month	Analyze the effectiveness of the science text, Broward county science kits, mini-assessments and enrichments to determine if any revisions are necessary. Disaggregate data to drive instructional focus at each grade level.
Writing	Jana Dietz	monthly	3rd Thursday of each month	Analyze the effectiveness of the writing program, mini-lessons and assessments to determine if any revisions are necessary. Use writing samples and data to drive instructional focus at each grade level.
Technology	Andria Ammons	monthly	3rd Thursday of each month	Analyze the effectiveness of the technologies used in the classroom. Determine ways to incorporate technology in the classroom in each content area. Ensure that SMARTBoards are being used and teachers are continuously trained to implement them.
Parental Involvement	Laura LaPerna	monthly	3rd Thursday of each month	Analyze the effectiveness of parent/school and teacher communication and determine methods to make the communication stronger. Select trainings for parents and teachers to support the goals of communication

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
No Attached Notification of (School in Need of Improvement) SINI Status
- Public School Choice with Transportation (CWT) Notification
No Attached Public School Choice with Transportation (CWT) Notification
- Notification of (School in Need of Improvement) SINI Status
No Attached Supplemental Educational Services (SES) Notification

Pre-School Transition

To help in the transition of Pre-school students to McNab Elementary, we offer a "Kindergarten Round-up". At the Round-up, parents and students visit the school. They are given a tour and familiarized with the classrooms, policies, and expectations of the school.

In addition, the local Pre-schools are invited to take a field trip to our campus. The classes come, tour the campus and visit the Kindergarten classrooms.

Finally, incoming kindergarten students are invited to come to school during a scheduled time before school starts to be given preliminary assessments. Some of the assessments given include Concepts of Print, Number Recognition, Letter / Sound Assessment.

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

Not applicable

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data:
	Did the total percent proficient increase or decrease? What is the percent change?
	What clusters/strands, by grade level, showed decrease in proficiency?
	Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
	Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
	Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT, 68% of Hispanic students scored at a level 3 or higher on the Reading portion.		72% of the Hispanic students will achieve mastery for reading on the 2010 FCAT Reading test		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Develop and utilize an Instructional Focus Calendar.	Principal	. RtI team meeting, disaggregation of data and Principal observation.	Cold reads, BATs, mini-BATs CCC and classroom walkthroughs.
2	Students will be provided with 90 minutes of reading instruction daily utilizing strategies learned through the differentiated instruction inservice.	Principal	. RtI teams, documentation of student data, and classroom walkthroughs.	Classroom walkthrough logs and focused walkthroughs

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT, 69% of the English Language learners scored at a level 3 or higher on the Reading portion.		72% of the English Language Learners will achieve mastery for reading on the 2010 Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive small group instruction based upon their need and instructional reading level.	Classroom teachers	K-3 will use MacMillan Treasures' designated ESOL activities. 4-5 will use Harcourt Trophies textbooks' designated ESOL activities.	Cold reads, mini-BATs, BATs and book assessments.

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 FCAT, 55% of the students with disabilities scored at a level 3 or higher on the Reading portion		72% of the students with disabilities will achieve mastery for reading on the 2010 Reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will receive small group instruction based upon their need and instructional level.	Classroom teacher and ESE teacher	WILSON, MacMillan Treasures interventions to supplement reading instruction and Harcourt Trophies intervention.	DAR, IRI's, book assessments. BATs, mini-BATs and Cold Reads
2	Data and results from assessments will be used to further individualize instruction and target areas for remediation.	RtI teams and classroom teachers	Looking at data each month through the RtI reading team	Monthly individualized student data

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
72% of the Hispanic students will achieve mastery for reading on the 2010 FCAT Reading test	Differentiating reading instruction based on student need during the 90 minute reading block.	Assistant Principal and Reading Coach	Sept. 2009	Monitoring lesson plans and classroom walkthroughs.	Assistant Principal and Reading Coach
On the 2009 FCAT, 69% of the English Language learners scored at a level 3 or higher on the Reading portion.	Differentiating reading instruction based on student need during the 90 minute reading block.	Principal and Reading Coach	Sept. 2009	Monitoring lesson plans and classroom walkthroughs.	Principal and Reading Coach
On the 2009 FCAT, 55% of the students with disabilities scored at a level 3 or higher on the Reading portion.	Individualize instruction and target areas for remediation.	Classroom teachers and ESE teachers	Sept 2009	Collaboration with ESE and classroom teachers. Sharing best practices for ESE.	ESE Specialist

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
MacMillan Treasures for 3rd grade	Textbooks	\$10,000.00
		Total: \$10,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiated instruction training	Title I Money	\$1,000.00
		Total: \$1,000.00
Other		
Description of Resources	Funding Source	Available Amount
Assessments	General fund	\$300.00
		Total: \$300.00
		Final Total: \$11,300.00

End of Reading Goal

Mathematics Goal

Needs Assessment: Based on School Grade and Adequate Yearly Progress Data:

- Did the total percent proficient increase or decrease? What is the percent change?
- What clusters/strands, by grade level, showed decrease in proficiency?
- Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?
- Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?
- Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

Based on the Needs Assessment, I identify Area(s) for Improvement	Objective Linked to Area of Improvement
On the 2009 Math FCAT 71% of the Hispanic students achieved a level 3 or higher.	74% of the Hispanic students will achieve mastery on the math portion of the 2010 FCAT.
	Person Responsible
	Process Used to

	Action Step	for Monitoring the Action Step	Determine Effectiveness of Action Step	Evaluation Tool
1	Increase the use of manipulatives and hands on activities to reinforce math concepts	Classroom teacher	Team collaboration and lesson planning. Principal walkthroughs to ensure activities and strategies are utilized.	District classroom walkthrough toolkit
2	Small group remediation	Classroom teachers	Teacher documentation of student progress and data collection	Mini-BATS and data collection

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Math FCAT 73% of the English Language Learners achieved a level 3 or higher.		76% of the English Language Learners will achieve mastery on the math portion of the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Number worlds for the lowest 25% of grades 2-4	Classroom teachers	Teacher created assessment and observation	Harcourt Assessments assessment
2	Math and science night for parents.	Principal	Documented student achievement	Harcourt math assessments

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Math portion of the FCAT, 68% of the students with disabilities achieved a level three or higher		74% of the students with disabilities will achieve master on the math portion of the 2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Small group remediation	ESE teacher and classroom teacher	Data collected on each student and Harcourt assessments	Individualized student data
2	Mountain math, Calendar math and 180 Days	Classroom teacher	Teacher created assessments	Teacher created assessment and Harcourt math assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2009 Math FCAT 71% of the Hispanic students achieved a level 3 or higher.	Effective implementation of the Instructional Focus Calendar	Principals	August 2009	Classroom walkthroughs	Principals
On the 2009 Math FCAT 73% of the English Language Learners achieved a level 3 or higher.	Trainings in effective utilization of math manipulatives and math vocabulary development	Principals	Sept 2009	Classroom walkthroughs and RTI team discussions	Principals
On the 2009 Math portion of the FCAT, 68% of the students with disabilities achieved a level three or higher	Training in math remediation for ESE students and teachers	ESE specialist	Sept 2009	Data collection of ESE students' learning gains	ESE specialist

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
SMARTBoard Materials	Technology	\$500.00
Total: \$500.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Differentiating Instruction	Title I funds	\$800.00

CCC Training	Title I funds	\$1,900.00
		Total: \$2,700.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$3,200.00

End of Mathematics Goal

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
Based on the 2009 FCAT science data, 64% of students achieved a level three and above			On the 2010 Science FCAT, 67% of students will achieve a level three or above	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Effective use of Broward County Science Kits in grades 3-5	Classroom teacher	Looking at student data through the RtI team, teacher observation and team collaboration	Mini-BATS, Broward County Science Kit assessments and documented student data.
2	Implementation of BEEP lesson and United Streaming	Principals	Monitoring lesson plans and classroom walkthroughs	Classroom walkthroughs, BEEP assessments and United Streaming assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Based on the 2009 FCAT science data, 64% of students achieved a level three and above	Integration of hands on and real life science	Principal	Oct 2009	Lesson plan monitoring and classroom walkthroughs	Principal

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Hands-on materials to replenish DELTA kits	General Fund	\$2,000.00
		Total: \$2,000.00
Technology		
Description of Resources	Funding Source	Available Amount
BRAIN POP	Technology	\$800.00
		Total: \$800.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,800.00

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
On the 2009 Writing FCAT 92% of students achieved a level 4.0 or higher.		On the 2010 Writing FCAT 95% of students will achieve a level 4.0 or higher.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in daily writing activities, which will be integrated within all areas of the curriculum.	Classroom teacher	Teacher made assessments	Teacher made assessments and weekly writing prompts (4th grade) and student writing samples
2	Teachers and Rtl team will meet to discuss and implement effective writing strategies and best practices.	Principal	Rtl document for meetings, documented student progress	Rtl document, student writing samples to show effectiveness of best practices

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2009 Writing FCAT 92% of students achieved a level 4.0 or higher.	Effective writing instruction	4th grade team	October 2009	Classroom observation, student writing samples and Rtl team discussions	Principals

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
SMARTBoard Materials	Technology	\$500.00
		Total: \$500.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Creating Authentic Writers	Title I Money	\$800.00
		Total: \$800.00
Other		
Description of Resources	Funding Source	Available Amount
Parent Workshop	Title I funds	\$500.00
		Total: \$500.00
		Final Total: \$1,800.00

Parent Involvement Goal

Needs Assessment: Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

Based on the Needs Assessment, I identify Area(s) for Improvement			Objective Linked to Area of Improvement	
During the 2008-2009 school year, McNab held one parent training			During 2009-2010 school year, McNab will hold three parent trainings and events.	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Hold a Literacy and FCAT night	Principal and Parent Involvement Rtl team	Participation data	Parent sign in sheet
2	Technology night	Principals and Technology and Parent involvement Rtl team	Participation data	Parent sign in sheet and utilization of technology by the parents.
3	Effective parent/teacher communication staff development	Principal	Attendance and effectiveness of communication at conferences	Parent and teacher survey; conference forms

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
During the 2008-2009 school year, McNab held one parent training.	Effective communication for teachers and parents	Principals	Sept 2009	Parent/teacher survey	Principals

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Materials to provide parents information on improving student achievement and home/school connection.	Title I Money	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
Technology Night	Title I Money	\$300.00
		Total: \$300.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Literacy Night	Title I Money	\$300.00
		Total: \$300.00
		Final Total: \$1,100.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	MacMillan Treasures for 3rd grade	Textbooks	\$10,000.00
Science	Hands-on materials to replenish DELTA kits	General Fund	\$2,000.00
Parental Involvement	Materials to provide parents information on improving student achievement and home/school connection.	Title I Money	\$500.00
			Total: \$12,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Mathematics	SMARTBoard Materials	Technology	\$500.00
Writing	SMARTBoard Materials	Technology	\$500.00
Science	BRAIN POP	Technology	\$800.00
Parental Involvement	Technology Night	Title I Money	\$300.00
			Total: \$2,100.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Differentiated instruction training	Title I Money	\$1,000.00
Mathematics	Differentiating Instruction	Title I funds	\$800.00
Mathematics	CCC Training	Title I funds	\$1,900.00
Writing	Creating Authentic Writers	Title I Money	\$800.00
			Total: \$4,500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Assessments	General fund	\$300.00
Writing	Parent Workshop	Title I funds	\$500.00
Parental Involvement	Literacy Night	Title I Money	\$300.00
			Total: \$1,100.00
			Final Total: \$20,200.00

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

No Attached school's Differentiated Accountability Checklist of Compliance

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
to purchase technology for the classrooms	3500

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council will meet to determine bylaws, allocation of A+ funds, budget for the 2009-2010 school year, parental concerns, school facilities, FCAT strategies, and bridging the gap between home and school.

SAC Members

Members

- 1) Kellee Stroup, Principal
- 2) Katie Nitowski, SAC Chair
- 3) Nichole VanDyke, SAC Chair
- 4) Sylvia Cobo, Teacher
- 5) Heather Martin, Teacher
- 6) Andria Ammons, Teacher
- 7) Brian Rifkin, Business Member
- 8) Margie Andrew, Parent
- 9) Mary Little, Parent
- 10) Carol Lindgren, Parent
- 11) Larry Little, Parent
- 12) Mark Kersey, Parent
- 13) Michelle Kelleher, Parent
- 14) Lucille Mainolfi, Parent
- 15) Victor Villalobos, Community Member
- 16) Joe Cobo, Community Member
- 17) Donna Banecker, School Support Personnel
- 18) Maureen McHugh, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward MCNAB ELEMENTARY SCHOOL 0841													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 354 Math: 354			2008-2009 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	99	Y	99	Y	80	Y	84	Y			Y			NA	24	20	NA	16	16	NA	83	NA	77	NA	NA	
WHITE	100	Y	99	Y	85	Y	90	Y			Y			NA	20	15	NA	11	10	NA	85	NA	86	NA	NA	
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC	98	Y	98	Y	68	Y	71	Y			94	Y		NA	32	32	NA	25	29	NA	79	NA	61	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	73	Y	75	Y			91	Y		NA	34	27	NA	26	25	NA	76	NA	66	NA	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	69	Y	73	Y			NA			NA	36	31	NA	26	27	NA	77	NA	69	NA	NA	
STUDENTS WITH DISABILITIES	98	Y	98	Y	55	N	68	Y			NA			NA	53	45	Y	34	32	NA	60	NA	56	NA	NA	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward MCNAB ELEMENTARY SCHOOL 0841													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 345 Math: 345			2007-2008 School Grade ¹ : A			Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	100	Y	100	Y	76	Y	84	Y			Y			NA	23	24	NA	24	16	NA	71	NA	82	NA	NA	
WHITE	100	Y	100	Y	80	Y	89	Y			Y			NA	17	20	NA	20	11	NA	74	NA	85	NA	NA	
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y	68	Y	75	Y			NA			NA	34	32	NA	30	25	NA	65	NA	78	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	66	Y	74	Y			93	Y		NA	36	34	NA	37	26	NA	66	NA	72	NA	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	64	Y	74	Y			NA			NA	42	36	NA	35	26	NA	63	NA	80	NA	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	47	N	66	Y			NA			NA	55	53	N	47	34	NA	58	Y	69	NA	NA	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward MCNAB ELEMENTARY SCHOOL 0841													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 379 Math: 379			2006-2007 School Grade ¹ : B			Did the School make Adequate Yearly Progress? YES							
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).													This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.							
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?			Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	77	Y	76	Y			Y			NA	26	21	NA	20	24	NA	72	NA	68	NA	NA	
WHITE	99	Y	99	Y	83	Y	80	Y			Y			NA	22	17	NA	16	20	NA	78	NA	72	NA	NA	
BLACK		NA		NA		NA		NA			NA			NA			NA			NA						
HISPANIC	100	Y	100	Y	66	Y	70	Y			NA			NA	26	25	NA	27	30	NA	61	NA	61	NA	NA	
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	64	Y	63	Y			93	Y		NA	39	32	NA	34	37	NA	61	NA	62	NA	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	58	Y	65	Y			NA			NA	39	35	NA	28	35	NA	57	NA	63	NA	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y	45	Y	53	Y			NA			NA	61	59	N	40	47	N	47	N	48	N	NA	

SCHOOL GRADE DATA

Broward School District MCNAB ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	85%	87%	92%	64%	328	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	78%	70%			148	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level

						1 or 2
Adequate Progress of Lowest 25% in the School?	71% (YES)	58% (YES)			129	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					605	
Percent Tested = 98%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MCNAB ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	89%	92%	57%	321	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	69%	78%			147	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	58% (YES)	83% (YES)			141	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					609	
Percent Tested = 100%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District MCNAB ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	86%	82%	97%	59%	324	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	72%	57%			129	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	47% (NO)			97	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					550	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested