

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NOVA BLANCHE FORMAN ELEMENTARY

District Name: Broward

Principal: Charles McCanna

SAC Chair: Ethiel Portuondo

Superintendent: James Notter

Date of School Board Approval: December 1, 2009

Last Modified on: 09-14-2009

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VISION and MISSION STATEMENTS

*The mission of Nova Blanche Forman Elementary is to teach our culturally diverse student population to become literate, productive citizens who integrate technology into their daily lives.

*The vision is that Nova Blanche Forman Elementary will be an innovative technological center maximizing student potential in a positive learning environment.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Nova Blanche Forman was built in 1965 and it serves Kindergarten through Fifth grade students. Nova Blanche Forman's school grade has been an "A" for the last three years (2005-2008). Nova Blanche achieved AYP in 2007 and 2008, and provisional AYP in 2006. Over the past three years all subgroups have met AYP criteria. Nova takes students from all over Broward County and its demographics mirror the district's.

Unique School Strengths for Next Year

Nova Blanche's strengths for the coming year are:

- Integration of technology into the curriculum, specifically iPods and document cameras.
- Science Ideas, the integration of science into our reading curriculum.

Unique School Weaknesses for Next Year

Unique School Weaknesses for Next Year

Due to budget constraints, Nova Blanche may face the following weaknesses next year:

- Diminished staff, such as paraprofessionals for students with unique needs and a media clerk whose primary responsibility was book circulation.
- Only half the school is wireless and a new server is needed.

Student Demographics

ASIAN 5.86%
BLACK 40.9%
HISPANIC 22.3%
MULTI 4.59%
NATIVE 0.12%
WHITE 26.1%
Total enrollment: 785
- 48.3 % of students on Free/Reduced Lunch

Student Attendance Rates

- 95.9% Average Daily Attendance

Student Mobility

- 6.5%

Student Suspension Rates

- In-school suspension: 0.3%
- Out-of-school Suspension: 0.4% (2008)

Student Retention Rates

- 1.39% (2008)

Class Size

Grade Average Class Size

- Kindergarten 18.14
- First 16.88
- Second 17.71
- Third 18.52
- Fourth 20.05
- Fifth 23.00

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

Grants

- FAU Science Ideas
- Exxon Mobile Grant-\$750.00
- Broward Education Foundation Impact II Grants
- A D Henderson Foundation
- Learn and Serve
- Picturing America

Partnerships

- Papa John's
- Jamba Juice
- Miami Heat
- Firehouse Subs
- Miami Dolphins
- Daily Bread Food Bank

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 *
Principal	Charles McCanna	*Bachelors Degree: Elementary Education *M.Ed in Science Education *Certifications: School Principal, Educational Leadership, and 6-9 Science *Endorsements: ESOL	6.5	20	*School Grade from 2005 – 2008 "A" *AYP Achieved – provisional in 2006, achieved in 2007, 2008 *Over the past three years all subgroups met AYP criteria.
Assis Principal	Janet Calamaro	*Bachelors Degree: Elementary Education - *Master's Degree in Education Leadership *Certified: School Principal, Educational Leadership, Elementary Education, *Endorsements: ESOL	13	6	*School Grade from 2005 – 2008 "A" *AYP Achieved – provisional in 2006, achieved in 2007, 2008 *Over the past three years all subgroups met AYP criteria.

* 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 *
Reading Resource Specialist	Phyllis Gelman	*B.S. in Elementary Education *Masters Degree: Computer Technology in Education *Endorsements: ESOL, Reading	6	6	*School Grade from 2005 – 2008 "A" *Percentage of students meeting high standards in reading has been 81% in 2006, 82% in 2007, and 80% in 2008 *AYP Achieved – provisional in 2006, achieved in 2007, 2008 *Over the past three years, reading achievement has grown dramatically with 63% - 68% of the lowest quartile showing improvements on the FCAT SSS. *Over the past three years all subgroups met AYP criteria in reading.
Instructional Math Coach	Tanya Hutkowski	*B.S. in Elementary Education *Certifications: Elementary 1-6 ESE *Endorsements: ESOL *NBCTS-Elementary Generalist	11		New math coach for 2009-2010

* 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. NESS (induction team)	Ms. Dorf	ongoing	
2. Orientation at the beginning of the school year	Mrs. Calamaro and administrative team	8/2009	
3. New teachers are assigned a peer teacher, who serves as a mentor and a buddy.	Mrs. Calamaro and administrative team	ongoing	
4. Grade level collaboration	Grade level chairs	ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
N/A	N/A	N/A	N/A

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
50	0	12	15	23	24	50	3	13	48

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Phyllis Gelman-Mash	All Staff	Mrs. Gelman-Mash is our Reading Coach	* Modeling lessons * Curriculum assistance *Heading professional development *Facilitating book chats *Conducting parent trainings
		Mrs.	* Modeling lessons *Curriculum assistance

Tanya Hutkowski

All Staff

Hutkowski is our Math Coach

*Heading professional development
*Conducting parent training

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- Funds 50% of an Instructional Math coach and materials

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

- Funds 55.6% of a teacher's salary

Violence Prevention Programs

- Thumbody, DARE program for 5th Grade, Peer Mediation, Bullying Prevention, Threat Assessment Team, Silence Hurts Program

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

N/A

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Lisa Dalachinsky (ESE Specialist)

- Pat McCoy (ESE Teacher)
- Gwynn Norell (Speech Pathologist)
- Phyllis Gelman (Reading Coach)
- Janet Calamaro (Administrator)
- School Psychologist
- School Social Worker
- These individuals each bring in their area of expertise to the group and in this way we get to see the whole child and not just one side of the child.

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

- Meetings are held every other week.
- Teachers identify student needs (academic, social, behavioral, emotional or all of the above).
- Staff completes an observation prior to the meeting.
- Teacher completes appropriate paper work (i.e. parent-teacher conference, behavior charts, interims, anecdotal records).
- If appropriate, Social Worker will get involved if not already involved
- Focus of the meeting is to develop proper interventions and accommodations to best meet students' needs.
- Reconvene six weeks later to ascertain and discuss whether interventions are successful; if they are not new ones are put into place.
- Flexibility of team is such that an emergency meeting can be held if, and when, necessary.

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

- All staff members are stakeholders in the development of the SIP and the RtI team.
- These team members are the advocates for students who exhibit a need for intervention (academic, social, behavioral, emotional or all of the above).

RtI Implementation

Describe the data management system used to summarize tiered data.

- During Rti meetings, one staff member takes notes.
- Different individuals are involved and collect data.
- Data is kept and stored in a binder in the ESE conference room.

Describe the plan to train staff on RtI.

- Faculty will be trained in the Three Tier Process in the Fall of 2009.

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?

Third grade scored above both district and state averages in reading and math. Both were an increase over last year's scores.
 Fourth grade scores declined slightly in both reading and math. Both subjects were below the district level but equivalent to the state level. Writing scores declined from the previous year.
 Fifth grade showed marked improvement in reading, science, and math. All three subjects were above district and state levels.

Instructional Calendar Development

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

- Teachers will use the instructional focus calendars provided by the district on BEEP.
- Teachers will be required to keep instructional focus calendars in a binder
- Instructional focus will be an integral part of grade level professional Learning Communities
- Administration will attend professional learning community meetings and review the minutes
- Administration will insure usage through classroom walkthroughs, observations, and plan books
- Instructional coaches will provide assistance with implementation

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

- Benchmark results will be analyzed and priority will be focused on those benchmarks in need of improvement.

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

- Administration determines appropriate grade placement where a teacher can have the biggest impact on student learning.
- The most effective teachers are instructing the weakest students.

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

- At the elementary level, we integrate technology into all of our curriculum to prepare them for the 21st century.
- SCIENCE IDEAS-integrates science and reading
- GLIDES- project based learning

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?

N/A

DO

Direct the Instructional Focus

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

- Vertical Planning
- Monthly Grade Level Professional Learning Communities
- Best Practices are shared during faculty meetings and Staff Development.

How are instructional focus lessons developed and delivered?

- Using District Instructional focus plans, teachers modify lessons to meet the individual needs of their students by providing differentiated instruction

How will instructional focus lessons be revised and monitored?

- Teachers modify lessons to meet the needs of their students.
- Monitoring will be done by CWT, Plan book checks, Mini-Assessment results and data chats.
- Grade level meetings meet to brainstorm appropriate interventions and strategies.

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.

- FLKRS
- District Benchmark Assessment Test(September and November)
- QBAT
- FAIR(September and January)
- Mid-Year Primary Reading Assessment
- On-going Mini-Bat Assessments

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

- Data is disaggregated and analyzed.
- Students who score 80% or higher on Mini-BAT, have mastered that benchmark.
- If 80% is achieved, then the benchmark should be passed on a standardized test (FCAT).
- According to individual needs, teachers will differentiate instruction to remediate, maintain and enrich.
- Teachers will use results to modify Instructional focus lessons.
- Classroom workstations will also be used to remediate, maintain and enrich.

Maintenance

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

- Teachers will create workstations to differentiate instruction for students who have achieved or surpassed mastery level
- BEEP differentiated activities

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.

- Monthly Grade Level Professional Learning Communities (guided by grade chair with agenda and minutes)
- Twice a year Data Chats with administration and coaches.

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.

- Monitoring will be done by CWT
- Mini-Assessment results and data chats
- Consultation with coaches
- Lesson plan review(focusing on differentiated instruction)

ACT

Supplemental and Intensive Instruction/Interventions

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

- K-3 Treasures (Reading)-Core
- K-3 Triumphs(Reading)-Intensive instruction
- Grades 4-5(Reading) Trophies
- All grades are using Harcourt Math to teach core math curriculum
- Touch math/Calendar Math
- Struggling Reader's/Math chart

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

- Workstations
- Double-Dose instruction
- Successmaker (CCC)
- Small group instruction to reteach skills
- America Reads/America Counts

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

- Administrative Classroom walk-throughs
- District initiatives and textbook adoptions
- Use AYP results to strengthen areas in need of improvement
- Data disaggregating and analysis
- Input from instructional coaches

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

- Students scoring in the 35%ile or lower.
- Results of BAT testing
- Teacher recommendation.

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

- Retesting skills
- Teacher observation
- Informal testing
- Using forms B & C Mini-Assessments

Enrichment

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

- Enrichment or Challenge portions of Reading and Math series
- Enrichment or Challenge BEEP lessons
- Math Club for highest math students
- Everyday Math Curriculum for 3-5
- Junior Great book novels
- Accelerated Readers
- Web Quests
- Differentiated instruction through technology

Describe how students are identified for enrichment strategies.

- Teacher recommendation
- Naglieri Assessment
- Gifted/High Achiever classification
- Consistent mastery of benchmarks
- FCAT/SAT results

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Technology – Techy Thursday	Amanda Muir	Bi-Weekly	Thursday Mornings	* Train staff to incorporate technology into curriculum * Techy Tips * Sharing Best Practices
Grade Level PLC	Grade Chairs	Monthly	Wednesday Mornings	* Collaborative Lesson Planning * Data Analysis * Sharing Best Practices * Use of instructional coaches * Instructional Focus Calendar and pacing
Book Chats	Phyllis Gelman-Mash	Monthly	Monday Morning/book chat CAB conference	* Collaboration and self-reflection on a book (i.e Framework for Understanding Poverty) that has educational significance impacting our student population.
Professional Development	Administration	Teacher Planning Days	Teacher Planning Days	Various topics as determined by needs assessment, data analysis, and district.

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

- Kindergarten prescreening(letter recognition)
- Packets
- Spring Orientation and tour of school facilities
- Fall Orientation and tour of school facilities
- Boo Hoo Party for parents

Postsecondary Transition

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

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
<p>*Main Idea/ Purpose *Reference and Research *Comparisons In grades 3-5, 86% of students were proficient on the 2009 FCAT Reading Assessment.</p> <p>-3rd Grade: Decreased proficiency in areas: Main Idea/Purpose (-1.9) and Reference and Research (-13.4) -4th Grade: Decreased proficiency in areas: Main Idea/Purpose (-2.7%) and Comparisons (-1.3%) -5th Grade: Increased in all areas</p>		<p>By May 2010, 88% of the 3rd-5th grade students will score level 3 or above in the Reading FCAT assessment.</p>		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Technology implementation (CCC, FCAT Explorer, Accelerated Reading)	Reading Coach-Phyllis Gelman-Mash	*Classroom walk-through, observations. *2010 FCAT Reading Scores *Data Chats (BAT assessment, end of chapter assessments)	-STAR Assessments -AR point schedule -FCAT scores
2	Flexible Reading Groups	Reading Coach-Phyllis Gelman-Mash	*Classroom walk-through, observations. *2010 FCAT Reading Scores *Data Chats (BAT assessment, end of chapter assessments)	-Mini-Assessments -BAT results -End of chapter assessments
3	Disaggregating Data from BAT, mini-assessment, etc. to drive curriculum.	Reading Coach-Phyllis Gelman-Mash	*Classroom walk-through, observations. *2010 FCAT Reading Scores *Data Chats (BAT assessment, end of chapter assessments)	-Mini-Assessments -BAT results -End of chapter assessments
4	Instructional Focus Calendar, BEEP Pacing Charts	Reading Coach-Phyllis Gelman-Mash	* Classroom walk-through, observations. *2010 FCAT Reading Scores *Data Chats (BAT assessment, end of chapter assessments)	* Classroom walk-through, observations. *2010 FCAT Reading Scores *Data Chats (BAT assessment, end of chapter assessments)
5	Review, Reteach and remediate as necessary	Reading Coach-Phyllis Gelman-Mash	Classroom walk-through, observations. *2010 FCAT Reading Scores *Data Chats (BAT assessment, end of chapter assessments)	-Mini-Assessments -End of chapter assessments -data chats
6	Double Dose Reading Groups	Reading Coach-Phyllis Gelman-Mash	Classroom walk-through, observations. *2010 FCAT Reading Scores *Data Chats (BAT assessment, end of chapter assessments)	-Mini-Assessments -End of chapter assessments -data chats
7	Parent night	Reading Coach-Phyllis Gelman-Mash	Parent input	Parent questionnaires

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Learning Communities On Literacy	Pacing, sharing best practices	Reading Coach-Phyllis Gelman-Mash	06/10	Meeting minutes, follow up with administration and Reading Coach	Reading Coach-Phyllis Gelman-Mash
Treasures Reading Training	Using Reading Series	District personnel	08/09	Observation of implementation of new series	Reading Coach-Phyllis Gelman-Mash
Data Analysis training	Using data to differentiate instruction	Reading Coach-Phyllis Gelman-Mash	06/10	Data chats with administration, observations by administration	Administrators Reading Coach

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
Treasures Reading program K-3	District purchased	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Ed Helper	General Fund	\$1,600.00
Enchanted Learning	Accountability	\$125.00
Quia Survey	Accountability	\$390.00
		Total: \$2,115.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Book Chat	Title I	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp for students (Teacher salaries, instructional materials and supplies)	Accountability	\$2,000.00
Parent Night	Title I	\$500.00
		Total: \$2,500.00
		Final Total: \$5,115.00

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, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
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Data Analysis and Geometry In grades 3-5, 84% of students were proficient on the 2009 FCAT Math Assessment. -3rd Grade: Decreased proficiency in areas: Geometry (-14.3%) -4th Grade: Decreased proficiency in areas: Data Analysis (-8.3%) -5th Grade: Decreased proficiency in areas: Data Analysis (-14.3%)		By May 2010, 86% of the 3rd-5th grade students will score level 3 or above in the Math FCAT assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	*Primary Grades will be using the New Generation standards and the Big Ideas. *Teachers will use Math Pacing Charts	Math Coach-Tanya Hutkowski	*Classroom walk-through, observations. *2010 FCAT Math Scores *Data Chats (BAT assessment, end of chapter assessments)	Mini-Assessments -BAT results -End of chapter assessments
2	*Math double dosing for targeted students *Calendar Math * Differentiated instruction to meet the needs of individual students	Math Coach-Tanya Hutkowski	*Classroom walk-through, observations. *2010 FCAT Math Scores *Data Chats (BAT assessment, end of chapter assessments)	Mini-Assessments -BAT results -End of chapter assessments
3	FCAT Camp offered to grade 3-5 students	Math Coach-Tanya Hutkowski	*Classroom walk-through, observations. *2010 FCAT Math Scores *Data Chats (BAT assessment, Primary QBats, mini-assessments, and end of chapter assessments)	*2010 FCAT Math Scores
4	First in Math Program	Math Coach Tanya Hutkowski	*Classroom walk-through, observations.	*2010 FCAT Math Scores
5	Math through Technology : FCAT Explorer, CCC, Harcourt Math Learning Site	Math Coach-Tanya Hutkowski	*Classroom walk-through, observations. *2010 FCAT Math Scores * Data Chats (BAT assessment, Primary QBats, mini-assessments, and end of chapter assessments)	Mini-Assessments -BAT results -End of chapter assessments
6	Math Parent night	Math Coach-Tanya Hutkowski	Parent input	Parent Questionnaire

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
*Training in the "New Generation" standards and the "Big Ideas"	Effective implementation of "New Generation" standards and "Big Ideas"	Math Coach	06/10	Observation of implementation by administration and Math Coach	Tanya Hutkowski-Math Coach
* Training on how to use Math Pacing Chart effectively	Effective use of Math Pacing Chart In the classroom	Math Coach	06/10	Observation of implementation by administration and Math Coach	Tanya Hutkowski-Math Coac
*Modeling Math strategies and the use of technology through podcasting	Using technology to meet the needs of individual students	Math Coach	06/10	Observation of implementation by administration and Math Coach	Tanya Hutkowski-Math Coach

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
First in Math software	Title I	\$6,200.00
		Total: \$6,200.00
Technology		
Description of Resources	Funding Source	Available Amount
First in Math Software	Title I	\$0.00
		Total: \$0.00

Professional Development		
Description of Resources	Funding Source	Available Amount
First in Math teacher training for implementation	Title I	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp for students (Teacher salaries, instructional materials and supplies)	Accountability	\$2,000.00
Parent Night	Title I	\$500.00
Prizes and Incentives for First in Math program	Title I	\$1,500.00
Math Coach(50% salary)	Title I	\$35,000.00
		Total: \$39,000.00
		Final Total: \$47,200.00

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Higher Order Thinking Skills- In grade 5, 59% of students were proficient on the 2009 FCAT Science Assessment. Proficiency Increased by 14% What clusters/strands showed decrease in proficiency? Increased in all areas of Science		By June 2010, (61%) of the fifth grade students will score a level 3 or above on the Science FCAT assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Integrate science into the reading curriculum	Phyllis Gelman-Mash	Classroom walk-through, observations. *2010 FCAT Math Scores *Data Chats (Science mini-assessments and end of chapter assessments)	*Science Mini-Assessments *End of chapter assessments
2	Science Buddies on early release days	Phyllis Gelman-Mash	Classroom walk-through, observations. *2010 FCAT Math Scores *Data Chats (Science mini-assessments and end of chapter assessments)	*Science Mini-Assessments *End of chapter assessments
3	Higher order questioning	Phyllis Gelman-Mash	Classroom walk-through, observations. *2010 FCAT Science Scores *Data Chats (Science mini-assessments and end of chapter assessments)	*Science Mini-Assessments *End of chapter assessments
4	Use Web based reference materials (Inspiration, Keynote, iMovie, BrainPop	Phyllis Gelman-Mash	Classroom walk-through, observations. *2010 FCAT Science Scores *Data Chats (Science mini-assessments and end of chapter assessments)	*Science Mini-Assessments *End of chapter assessments
5	Teachers will use Science Pacing Charts	Phyllis Gelman-Mash	Classroom walk-through, observations. *2010 FCAT Science Scores *Data Chats (Science mini-assessments and end of chapter assessments)	*Science Mini-Assessments *End of chapter assessments

6	FCAT Camp offered to grade 3-5 students	Phyllis Gelman-Mash	*Classroom walk-through, observations. *2010 FCAT Science Scores *Data Chats (Science mini-assessments and end of chapter assessments)	*2010 FCAT Science Scores
7	Science Parent night	Michelle Parson	Parent input	Parent Questionnaire
8	Science Fair Projects	Pat McCoy	Using science fair project rubrics	Science fair project rubrics
9	Teachers will utilize the Hands-on Science Delta Kits	Phyllis Gelman-Mash	*Classroom walk-through, observations. *2010 FCAT Science Scores *Data Chats (Science mini-assessments and end of chapter assessments)	*Science Mini-Assessments *End of chapter assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Training in the "New Generation" standards and the "Big Ideas"	Effective implementation of "New Generation" standards and "Big Ideas"	Michele Parsons	06/10	Observation of implementation by administration	Administration
Teacher training in technology (United Streaming, BEEP, National Geographic, podcasting)	Effective implementation of technology to teach science	Amanda Muir	06/10	Observation of implementation by administration and Amanda Muir	Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Delta Science Kit Refills	District funded	\$0.00
Total: \$0.00		
Technology		
Description of Resources	Funding Source	Available Amount
Technology Training	Title I	\$1,500.00
BEEP, United Streaming	N/A	\$0.00
Total: \$1,500.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
Facilitator for New Generation Standards training	Title I	\$40.00
Total: \$40.00		
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp for students (Teacher salaries, instructional materials and supplies)	Accountability	\$1,250.00
Science Parent Night	Title I	\$1,500.00
Total: \$2,750.00		
Final Total: \$4,290.00		

End of Science Goal

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Fourth grade writing skills In grade 4, 90 % of students were proficient on the 2009 FCAT Writing Assessment. -Proficiency decreased by 4%		By June 2010, (92%) of the fourth grade students will score 3.0 an above on the Writing FCAT assessment		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students will participate in a balanced writing program using a variety of genres (BEEP lessons)	Phyllis Gelman-Mash	*Six traits rubric to evaluate students writing	*Six traits rubric
2	Document camera will be used enhance	Phyllis Gelman-Mash	*Six traits rubric to evaluate students writing	*Observation
3	Monthly demand writing prompts for grades 2-5 starting in August	Phyllis Gelman-Mash	*Six traits rubric to evaluate students writing	*Six traits rubric
4	Monthly demand writing prompts for 1st grade starting in January	Phyllis Gelman-Mash	*Six traits rubric to evaluate students writing	*Six traits rubric

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
* All teachers will receive writing training to further their knowledge of writing strategies	6 traits of effective writing, using rubrics to evaluate student writing	Phyllis Gelman-Mash	10/09	Observation of implementation by administration and Phyllis Gelman-Mash	Administration and Phyllis Gelman-Mash
*How to effectively use writing lessons on BEEP	BEEP writing lessons	Phyllis Gelman-Mash	06/10	Observation of implementation by administration and Phyllis Gelman-Mash	Administration and Phyllis Gelman-Mash

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
BEEP Writing curriculum	N/A	\$0.00
Writing Materials	Accountability	\$500.00
		Total: \$500.00
Technology		
Description of Resources	Funding Source	Available Amount
BEEP / District Writing plans	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Writing Training	Title I	\$1,500.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
FCAT Camp(Writing)	Accountability	\$1,250.00
Parent Writing Workshop	Title I	\$250.00
		Total: \$1,500.00
		Final Total: \$3,500.00

End of Science Goal

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, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Parent Involvement in SAC In 2008/2009, SAC membership averaged 60% attendance at each meeting.		By June 2010, all SAC meetings will have 80% participation or greater		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Flexible meeting scheduling	Ethiel Portuondo-SAC Chair	*sign-in sheets *parent feedback *surveys	*sign-in sheets *parent feedback *surveys
2	Schedule guest speakers	Ethiel Portuondo-SAC Chair	*sign-in sheets *parent feedback *surveys	*sign-in sheets *parent feedback *surveys
3	Parent Link/email	Ethiel Portuondo-SAC Chair	*sign-in sheets *parent feedback *surveys	*sign-in sheets *parent feedback *surveys
4	Raffles and incentives	Ethiel Portuondo-SAC Chair	*sign-in sheets *parent feedback *surveys	*sign-in sheets *parent feedback *surveys

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 15% of parents or more will participate in one or more of the school's academic family or Megaskills Nights.	How to increase parental involvement at the school.	Phyllis Gelman	June 2010	Sign in sheets, surveys	Phyllis Gelman
By June 2010, the total number of documented volunteer service hours will increase from 2009-2010 school year.	Volunteer Training- Opportunities for volunteering.	Sandra Cooper	June 2010	Proof of volunteer hours	Sandra Cooper

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mega Skills Curriculum	Title I	\$255.00
		Total: \$255.00
Technology		
Description of Resources	Funding Source	Available Amount
N/A	N/A	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Mega Skills workshop training (1 classroom substitute)	Title I	\$84.53
		Total: \$84.53
Other		
Description of Resources	Funding Source	Available Amount
Refreshments/childcare	PTA funding	\$500.00
Childcare for SAC meetings	Title I	\$800.00
		Total: \$1,300.00
		Final Total: \$1,639.53

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	Treasures Reading program K-3	District purchased	\$0.00
Mathematics	First in Math software	Title I	\$6,200.00
Writing	BEEP Writing curriculum	N/A	\$0.00
Writing	Writing Materials	Accountability	\$500.00
Science	Delta Science Kit Refills	District funded	\$0.00
Parental Involvement	Mega Skills Curriculum	Title I	\$255.00
			Total: \$6,955.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Ed Helper	General Fund	\$1,600.00
Reading	Enchanted Learning	Accountability	\$125.00
Reading	Quia Survey	Accountability	\$390.00
Mathematics	First in Math Software	Title I	\$0.00
Writing	BEEP / District Writing plans	N/A	\$0.00
Science	Technology Training	Title I	\$1,500.00
Science	BEEP, United Streaming	N/A	\$0.00
Parental Involvement	N/A	N/A	\$0.00
			Total: \$3,615.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Book Chat	Title I	\$500.00
Mathematics	First in Math teacher training for implementation	Title I	\$2,000.00
Writing	Writing Training	Title I	\$1,500.00
Science	Facilitator for New Generation Standards training	Title I	\$40.00
Parental Involvement	Mega Skills workshop training (1 classroom substitute)	Title I	\$84.53
			Total: \$4,124.53
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	FCAT Camp for students (Teacher salaries, instructional materials and supplies)	Accountability	\$2,000.00
Reading	Parent Night	Title I	\$500.00
Mathematics	FCAT Camp for students (Teacher salaries, instructional materials and supplies)	Accountability	\$2,000.00
Mathematics	Parent Night	Title I	\$500.00
Mathematics	Prizes and Incentives for First in Math program	Title I	\$1,500.00
Mathematics	Math Coach(50% salary)	Title I	\$35,000.00
Writing	FCAT Camp(Writing)	Accountability	\$1,250.00
Writing	Parent Writing Workshop	Title I	\$250.00
Science	FCAT Camp for students (Teacher salaries, instructional materials and supplies)	Accountability	\$1,250.00
Science	Science Parent Night	Title I	\$1,500.00
Parental Involvement	Refreshments/childcare	PTA funding	\$500.00
Parental Involvement	Childcare for SAC meetings	Title I	\$800.00
			Total: \$47,050.00
			Final Total: \$61,744.53

Differentiated Accountability

School-level Differentiated Accountability Compliance

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
No data submitted	

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

September 2nd will be the first SAC meeting to discuss subsequent meeting times and make council elections.

SAC Members

Members

- 1) Charles McCanna, Principal
- 2) Ethiel Portuondo, SAC Chair
- 3) Jeanette Lopez, SAC Chair
- 4) Lisette Torres, Teacher
- 5) Kelly Addeo, Teacher
- 6) La Toya DeHart, Teacher
- 7) Lynne Moyer, Teacher
- 8) Gaelle Dorn, Business Member
- 9) Jodi Patella, Parent
- 10) Samantha Montealegre, Parent
- 11) Bonnie Stevenson, Parent
- 12) Tricia Smith, Parent
- 13) Robin Siff, Parent
- 14) Rhonda Henderson, Parent
- 15) Nadia Coq, Parent
- 16) Melissa Johnkins, Parent
- 17) Steven Spiegelman, Parent
- 18) Sandra Cooper, School Support Personnel
- 19) Sherry Shisler, School Support Personnel
- 20) Margaret Nelson, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward NOVA BLANCHE FORMAN ELEMENTARY 1282													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 406 Math: 406		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	100	Y	100	Y	81	Y	80	Y			Y				NA	25	19	NA	24	20	NA	83	NA	73	NA	
WHITE	99	Y	99	Y	93	Y	89	Y			Y				NA	12	7	NA	10	11	NA	92	NA	81	NA	
BLACK	100	Y	100	Y	75	Y	71	Y			Y				NA	35	25	NA	37	29	NA	77	NA	64	NA	
HISPANIC	100	Y	100	Y	74	Y	81	Y			NA				NA	26	26	NA	24	19	NA	81	NA	79	NA	
ASIAN	100	Y	100	Y			NA	NA			NA				NA			NA			NA					
AMERICAN INDIAN							NA	NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	72	Y	69	Y	93		Y				NA	37	28	NA	35	31	NA	76	NA	66	NA	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y			NA	NA			NA				NA			NA			NA					
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA	NA			NA				NA			NA			NA					

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward NOVA BLANCHE FORMAN ELEMENTARY 1282													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 419 Math: 419		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	75	Y	76	Y			Y				NA	25	25	NA	25	24	NA	72	NA	69	NA	
WHITE	100	Y	100	Y	88	Y	90	Y			Y				NA	17	12	NA	17	10	NA	78	NA	74	NA	
BLACK	100	Y	100	Y	65	Y	63	Y			Y				NA	36	35	NA	37	37	NA	65	NA	58	NA	
HISPANIC	100	Y	100	Y	74	Y	76	Y	93	94	Y				NA	24	26	NA	24	24	NA	73	NA	76	NA	
ASIAN	100	Y	100	Y			NA	NA			NA				NA			NA			NA					
AMERICAN INDIAN							NA	NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	63	Y	65	Y	90	93	Y				NA	35	37	NA	38	35	NA	65	NA	64	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	64	Y	67	Y			NA				NA	39	36	NA	34	33	NA	72	NA	76	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA	NA			NA				NA			NA			NA					

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward NOVA BLANCHE FORMAN ELEMENTARY 1282													
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 435 Math: 435		2006-2007 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?		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	75	Y	75	Y	89		Y				NA	24	22	NA	21	25	NA	73	NA	67	NA	
WHITE	100	Y	100	Y	83	Y	83	Y	86		Y				NA	16	20	NA	14	17	NA	81	NA	67	NA	
BLACK	100	Y	100	Y	64	Y	63	Y	90		Y				NA	33	28	NA	29	37	NA	61	NA	57	NA	
HISPANIC	100	Y	100	Y	76	Y	76	Y	90	93	Y				NA	28	20	NA	25	24	NA	75	NA	75	NA	
ASIAN	100	Y	100	Y			NA	NA			NA				NA			NA			NA					
AMERICAN INDIAN							NA	NA			NA				NA			NA			NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	65	Y	62	Y	82	90	Y				NA	37	30	NA	34	38	NA	66	NA	61	NA	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	61	Y	66	Y			NA				NA	40	41	NA	30	34	NA	65	NA	76	NA	
STUDENTS WITH DISABILITIES	100	Y	100	Y			NA	NA			NA				NA			NA			NA					

SCHOOL GRADE DATA

Broward School District NOVA BLANCHE FORMAN ELEMENTARY 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	86%	84%	90%	59%	319
% of Students Making Learning Gains	76%	66%			142
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.					
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?	64% (YES)	59% (YES)				123	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						584	
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 NOVA BLANCHE FORMAN ELEMENTARY 2007-2008							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	80%	79%	94%	45%	298		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	70%	63%			133		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?	68% (YES)	62% (YES)			130		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						561	
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 NOVA BLANCHE FORMAN ELEMENTARY 2006-2007							
	Reading	Math	Writing	Science	Grade Points Earned		
% Meeting High Standards (FCAT Level 3 and Above)	82%	80%	88%	60%	310		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	79%	60%			139		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?	72% (YES)	54% (YES)			126		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						575	
Percent Tested = 100%							Percent of eligible students tested
School Grade						A	Grade based on total points, adequate progress, and % of students tested