

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: NOB HILL ELEMENTARY SCHOOL

District Name: Broward

Principal: Dr. Patricia Patterson

SAC Chair: Dr. Leah Nachman

Superintendent: James F. Notter

Date of School Board Approval:

Last Modified on: 09-12-2009

Dr. Eric J. Smith, Commission
Florida Department of Educat
325 West Gaines Street
Tallahassee, Florida 32395

Dr. Frances Haithcock, Chance
K-12 Public Schools
Florida Department of Educat
325 West Gaines Street
Tallahassee, Florida 32395

VISION and MISSION STATEMENTS

* The vision of Nob Hill Elementary School is to provide an educational environment where technology, data, research, and collaboration result in effective educational achievement for every student.

* At Nob Hill Elementary School our mission is to ensure that all students read, write, compute, and utilize technology to acquire academic, social, and emotional skills for life as a successful democratic citizen.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

- Nob Hill Elementary School was founded in 1974.
- 730 students are projected for 2009-2010.
- Nob Hill has been an 'A' school for 10 consecutive years.
- Nob Hill has been a technology demonstration site for 5 years.
- Golden School Award recipient for 26 years.
- 5 Star Award recipient for 10 years.
- 100% Staff PTA membership
- ESE/ID cluster

Unique School Strengths for Next Year

- In seven years Nob Hill has transformed itself from a school that used little technology to one where technology is embedded in every aspect of instruction.
- The school is a completely wireless environment.
- All current general education teachers have completed advanced technology training.
- Every teacher has a website for parent information.
- Current goals include bringing every classroom up to 21st century standards.
- The result is a learning community in which teachers and students have succeeded in infusing technology seamlessly into classroom practice.
- Nob Hill utilizes a self-renewing and self-sustaining technology infrastructure

Unique School Weaknesses for Next Year

- 2009-2010 budget cuts resulted in a loss of the reading specialist, math specialist, 8 teachers and 2 paraprofessionals.
- The student population is expected to drop from 780 to 730.
- Materials and supplies have been reduced.
- Nob Hill has a large ESE population.
- Nob Hill is a school of choice for students in low performing schools per NCLB.

Student Demographics

- 780 students include 34.7% White, 34% Black, 22.7% Hispanic, 4.7% Asian, .7% Indian, 3.2% Multi and .06% LEP
- Free lunch rate is 41.9% and ESE population is 21.5%

Student Attendance Rates

--

Student Mobility

Student Suspension Rates

Student Retention Rates

- Student retention rate for 2007-2008 in grade 3 was .07%
- Student retention rate for all grades is approximately .04%

Class Size

- Primary class size is 1-18; intermediate is 1-22

Academic Performance of Feeder Pattern

- Bair Middle School is an "A"
- Westpine Middle School is an "A"
- Piper High School is a "C"

Partnerships and Grants

* Cici's Pizza, Borders Books, McDonald's, BankAtlantic, DanceFX, Hinson Business Supplies, RainForest Restaurant

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	Dr. Patricia Patterson	Ed.D. C & I; Elem. Ed.; Gifted; Guidance/Counseling; ESOL; Administration	7	16	9 years as an "A" School Did not make AYP in subgroup ESE
Assis Principal	Mr. David Suarez	M.S./ Bilingual Ed; Elem 1-6; ESOL; Leadership	1	11	One year with an "A" School; One year with an Intervene School

* 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	Jennifer Glancy	M.S.	3	1	3 years with an "A" School

* 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. NBCT training and recruitment	Dr. Leah Nachman	Ongoing	
2. Teachers referring teachers	Various teachers	Ongoing	
3. GLIDES reputation (technology)	Dr. Patterson	Ongoing	

4. Teacher mentoring and support 5. Word of mouth 6. Hiring of Interns	Mrs. Mary Jasinski Community Dr. Patterson	Ongoing	
--	--	---------	--

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Lois Linder	Elem. Ed.	Gr 3 Gifted	Taking certification courses
Laraine Berry	Elem. Ed.	Gr 5 Gifted	Taking ESOL courses
Jo Olsen	VE	ESE	Taking ESOL courses
Leslie Ross	Elementary Ed	Grade 4	Taking ESOL courses
William Hardy	Elementary Ed	Grade 5	Taking ESOL courses
Saleem Akhtar	Elementary Ed	ESE	Taking ESOL courses

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
51	0	20	25	55	3	88	0.05	17	87

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
NESS	Tiffany Marcus	Intern, Field Placements	Meetings/dialogue
Grade level changes	Carol Morgan	Support/orientation	Meetings, observations
Low performing teachers	Jacqueline Hathaway	Support/orientation	Meetings, observations

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

- 2009-2010 will be first year of Title I
- A part time reading teacher and extended day tutoring will be implemented

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

None

Supplemental Academic Instruction (SAI)

Accelerated Reader, Early Birds, Reading Rangers, 4th grade Writing Camp, Cougars, America Reads, KidCare Tutors

Violence Prevention Programs

G.R.A.D.E., Safe Team, Anti Bullying Program

Nutrition Programs

FIT for Life, P.E. Fitness Trail, Commit To Be Fit strategies implemented through recess and P.E.

Housing Programs

N/A

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Career Day, Teacher Technology Team, Technology Nights, Student Technology Team

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

- Mrs. Glancy - Reading Coach
- Mr. Suarez – Assistant Principal
- Mrs. Tabio – Guidance Counselor
- Mrs. Frank – Exceptional Student Education Specialist
- Dr. Patterson - Principal
- School Social Worker – Lucia Romero
- This group is the Leadership Team that will monitor student needs and meet with grade level team leaders and provide professional development/updates on district initiatives as needed

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

The team will meet weekly to review instructional groupings in each grade level, the implementation of pull out programs, extra tutoring groups, and flexible groupings within grade level teams based on BAT scores, skill needs, and student's learning styles.

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

The school-based leadership team provided data related to student needs, as well as strategies and action steps that could promote student learning gains to the SAC to be incorporated in the SIP. Specific strategies were provided by the ESE specialists in regards to ESE students for each SIP objective. Each member of the support team is responsible to monitor the implementation of the specific action steps in each SIP objective.

RtI Implementation

Describe the data management system used to summarize tiered data.

Data from AR, STAR tests, DAR, IRI, ORF, BAT scores, and pre/post tests are used to compare data. This assists in the process of monitoring student achievement and is then used to inform parents through report cards, interims, and conferences. PMPs, databases, and portfolios are used to communicate progress of the students among stakeholders on the staff.

Describe the plan to train staff on RtI.

- Training on the RtI process will be conducted during preplanning days, Early Release Days, and teacher work days.
- Grade Chairs meet on Mondays with the support team and on Tuesday with grade level teams to disseminate the information.
- Train the Trainer Models will be used.

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?

- Strengths – Reading: New reading series grades K – 3, Treasures; tutoring programs to assist lowest 30th percentile. 3rd grade 80% at Level 3 or above, 4th grade 79% at Level 3 or above, and 5th grade 76% at Level 3 or above.
 - Writing: 4th Grade – Expository 70% above 4.0, and 69% above 4.0 in narrative, writing lessons/manual provided for each grade level, training for all teachers – writing coach, new teachers receive training.
 - Math: End of the Year Benchmark Assessment Test shows: 3rd grade 88% scored Level 3 and above. 4th grade 87% scored Level 3 and above. 5th grade 79% scored Level 3 and above. Use of manipulatives, Math Coach, recognition of number sense, use of Calendar Math, and Mountain Math programs.
 - Science – 5th grade 37% scored Level 3 or above. Use of technology, participation in GLIDES, science kits for hands-on learning, and science fair.
- Readers, use of technology to instruct and monitor students, fluency, and reading of fiction.
- Data: "K" 94% of students meet criteria for promotion, 1st grade 93%% scored above 30th, percentile, 2nd grade 92% scored above the 30th percentile.
- Weaknesses – Reading: grades 3 – 5: Comprehension of nonfiction, compare and contrast texts, use of reference skills. ESE Reading is 62% as measured by AYP. Improvement to 65% needed.
 - Writing: 4th Grade – Narrative – 69% scored Level 4 and above.
 - Science: understanding the scientific process, using formulas to collect/provide data.
 - Math: 3rd grade - data and probability, 4th grade - algebraic thinking, and 5th grade - geometry and spatial sense.

Instructional Calendar Development

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

- Math and Science – New Focus Calendars have been developed by the district in the areas of Math, Reading and Science.
- Calendars are placed in teacher plan books and lessons are implemented according to the suggested guidelines.
- The implementation of focus calendars is monitored by team leaders on a weekly basis (lesson plans), as well as each month by an administrator.
- Scores of chapter tests provide data to help monitor progress of students and guide teacher instruction of future lessons and specific skills to be targeted.
- Students who scored below 30% will be monitored on a weekly basis and grouped for extra support.
- Reading – Focus calendars have been developed and implemented in the areas of Reading by the district.
- Lessons are developed and provided in BEEP that correlate to the reading series (new series for K – 3, Treasures), as well as grades 4- 5 (Trophies).
- Lessons are printed and placed in a file/teacher plan book for ease of implementation.
- Weekly running records are administered to each student to assess for ability to use skills taught to decode and demonstrate comprehension, and determine need for remediation.
- Writing – Writing notebooks were developed by a team of teachers in collaboration with a writing coach, as well as, a focus calendar, lessons, and specific prompts for grades K – 5.
- Each teacher is responsible for implementing the established plan/lessons and monthly writing prompts are administered in a test setting to assess for student progress.
- Reteaching of skills is based on scored writing prompts and common needs are used to group students.

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

- Writing – Equal instruction will be given for expository writing, narrative writing, and the skill of providing details to support the main idea.
- Reading – Reference and research are the weakest area as shown on the BAT assessment.
- Mathematics – Data and probability, algebraic thinking, and geometry and spatial sense need to be given priority.
- Science – use of the scientific method, more hands-on experimentation, use of technology to collect data/research, and the nature of matter.

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

- Each teacher provides differentiated instruction based on student needs.
- Individual assessments are done on a monthly basis to insure that students' groupings are flexible.

- Lessons are delivered using all modalities, and strategies such as: content tiering, choice, learning stations, and explicit feedback.
- Weekly team meetings are held to review the data gained from student assessments and materials and lessons are shared to meet needs for students.
- Each teacher is highly qualified and is effective to instruct the weakest students based on training in all content areas and new curriculum materials.

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

- Through the use of GLIDES, students are encouraged to research an essential question to integrate all curriculum areas and use technology to gain a greater understanding of the selected content.
- Through the use of technology and developing a project across content areas students see the connection between curriculum and solving real word problems. Topics of student will include environmental projects - "strategies to help the school go green", as well as areas of curriculum related to science - matter, living things, earth and space, etc.

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?

- Use of BEEP lessons, cross grade level meetings, content areas meetings including teachers from each grade level to gain understanding of needs of younger students, as well as older students to promote a smooth transition to the next grade level.
- Grade level teams meet on a weekly basis to share best practices and resources related to the instructional focus calendar, and Early Release days provide time for training and development of materials to align with student needs related to the focus calendar.

How are instructional focus lessons developed and delivered?

Lessons are developed using the required curriculum materials, lessons on BEEP, data gathered from virtual counselor, and these lessons are then delivered using a variety of strategies including, content tiering, flexible grouping, choice, stations, explicit feedback and periodic assessment. Lessons are delivered by the classroom teachers through the day during instructional time.

How will instructional focus lessons be revised and monitored?

- Based on student needs, team meetings, and assessment data, lessons will be modified, adapted and revised. Effectiveness of lessons will be determined by the scores on chapter tests (weekly, monthly), BAT assessments, and portfolio meetings to discuss students who are unable to demonstrate knowledge of 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.

- Chapter tests related to the content in required curriculum materials, teacher – made assessments, BAT tests, IRIs, DIBELS, STAR, and Accelerated Reader represent a variety of ongoing assessments to check for student learning. New test FAIR will be utilized in 2009-2010.
- Formative assessment through teacher observation, and homework are conducted daily, as well as specific assessments that are administered weekly, monthly, and quarterly to monitor progress.

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

- Mastery is set at 70% for chapter tests in preparation for FCAT assessments.

- Students who score below the 70% will be placed in a group that will be provided with remediation/reteaching of specific skills.
- If needed those students who fall below the 50% will be provided with a second period of instruction through a pull out program.
- Students will be encouraged to attend various tutoring programs offered prior to school, after school, and through our KidCare program. Additional support will be provided through America Reads volunteers, and parent volunteers.
- Classroom differentiated instruction using: flexible grouping, content tiering, choice, stations, and explicit feedback and teaching of targeted skills is used for students not reaching mastery.

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 achieve Mastery have an opportunity to engage in choice of projects related to the curriculum, use of technology, peer coaching, and participation in GLIDES are also opportunities to enhance instruction.

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.

- Teachers meet on a weekly basis to share data on students, grade levels meet with the Collaborative Problem Solving Team on a monthly basis to monitor student portfolios.
- Weekly meetings will be facilitated by team leaders.
- Monthly meetings are monitored by the school leadership team (Reading Coach, Reading Teacher, GLIDES Coordinator, Guidance Counselor, and administrator) to determine student learning/achievement.

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.

- Through monthly meetings the Principal and the Leadership Team will ask for reports providing specific results of the assessments and look for evidence of strategies that differentiate instruction.
- Documentation will include lesson plans, Classroom Walk Throughs, and observations.
- Instructional coaches and teachers will meet on a weekly basis with new educators to insure that they understand how to analyze data, concepts and skills needed to be retaught, and the strategies to differentiate instruction.

ACT

Supplemental and Intensive Instruction/Interventions

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

- Intensive instruction is provided in each classroom based on student needs through use of alternative learning materials and flexible groupings.
- Based on scores, some students are provided a second lesson through a pullout program, tutoring is provided before and after school, and the use of technology is provided to support and practice needed skills.
- Wilson, Foundations, and AR are used to help students with skills not mastered.
- Manipulatives are used to assist students in Math with problem solving.
- Peer coaching, parent volunteers, America Reads and America Counts tutors are used to provide support with to individual needs.

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

- Thirty minutes of daily additional instruction is provided to help students with non-mastered skills.
- This is either small group instruction, or one on one support.
- Use of specific software, Riverdeep, Destination Success, and FCAT Explorer are used to support learning needs.

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

- Administration uses data analysis of BAT scores to identify needs, as well as the class walk throughs, teacher surveys, and teacher observations to determine areas in which professional development should be provided.
- The district provides professional development related to the new curriculum materials on a yearly basis.

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

- Students who scored below the 30th percentile on standardized tests or below Level 3 on the FCAT assessment.

- These students will receive a second period of instruction during the school day, as well as the opportunity to attend tutoring prior to and after the school day.

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

Effectiveness of the interventions will be measured through classroom tests, BAT assessments, teacher observation, and monthly portfolio meetings with the Collaborative Problem Solving Team.

Enrichment

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

Students who exceed mastery levels have an opportunity to participate in choice of special projects, peer coaching, tutoring of younger children, GLIDES, use of content tiering to meet their interests, and unique learning experiences.

Describe how students are identified for enrichment strategies.

Students are identified based on the FCAT scores, i.e. Level 5, as well as teacher observation of high achievement.

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)
Team Meetings	Team Leaders	Weekly	Weekly	Improve delivery of instruction
Technology Trainings	Tech Team/TLC	4x year/prn	Wednesdays	Improve the use of technology for instruction, topics will include environmental studies - how to have children share ideas for helping our school to "go green", focus on staff becoming comfortable with using the document camera on a daily basis, and strategies to have children use technology to create digital projects to demonstrate learning.
Media Trainings Curriculum/data	Media Specialist Consultants	Monthly/prn 4x year/prn	Mondays Early Rel/Planning	Increase access to all students, use of the document camera - new card catalog Destiny, websites that enhance student skill practice, and use of ebooks.

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

- Preschools are invited to visit prior to the incoming school year
- Kindergarten Round-up is conducted in May
- Kindergarten Orientation is in August
- Flyers are sent to all VPK and Preschool site
- Information is published in the school newsletter, on the school website, and on the marquee
- ParentLink telephone calls are made.

Postsecondary Transition

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

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		
In June 2009 78% of students in grades 3,4 and 5 scored a level 3 or above on the FCAT Reading test.		By June 2010, 81% of students in grades 3-5 will score 3.0 or above on the FCAT Reading Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Identify students in each grade whose reading score are in the lowest 30%tile for intensive reading instruction.	1. Classroom teacher & Reading Coach 2. Data Team Reading Coach & ESE Specialist 3. Classroom Teacher & CSPT team 4. Classroom teachers 5. Classroom teachers & Reading Coach 6. Classroom teachers 2. Reading Coach	1. Treasures Triumphs Intervention Series, Harcourt Intervention Series weekly and unit assessment 2. Wilsons, Foundations, Treasures Triumphs Intervention Series. Harcourt Intervention Series weekly and unit assessment 3. quarterly STAR Test, IRI, Oral Reading Fluency, twice a year BAT Test 4. Treasures Reading Series and Triumphs Intervention Series weekly and unit assessment 5. Assessments included in the various programs used for the groups in the reading camps 6. Accelerated Reader Diagnostic Reports used to determine if students met goals	1. FCAT Scores, BAT Test 2. FCAT Scores, BAT Test 3. FCAT Scores, 4. Class Assignments, Weekly Assessments, 5. FCAT and BAT scores 6. Accelerated Reader tests
2	2. Identify students in each grade who scored levels 1 or 2 in the sub groups ESE, Black and Economically Disadvantaged for intensive reading instruction.	3. Monitor the progress of the lowest 30%tile and level 1 and 2 FCAT in the subgroups ESE, Black, Economically Disadvantaged every 20 days by portfolio under the supervision CSPT	4. Instructional strategies will be implemented in accordance with policy 6000.1 for retained 3rd graders.	5. Before and after school reading camps (Nob Hill Zoo) for struggling readers grades K-5 will be provided with instructional focus in reading strategies 6. All students will be required to participate in the Accelerated Reader Program

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Reading	Accelerated Reading Training	Reading Coach	October 2009	Diagnostic Reports	Reading Coach
Reading	Training for new McMillian Reading Series (3rd gr. teachers)	TBD	October 2009	Teacher Observation and review of lesson plans	Classroom Teacher

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
No Data	No Data	\$0.00
		Total: \$0.00
Technology		
Description of Resources	Funding Source	Available Amount
Increase Classroom Equipment 20 Document Cameras 6 LCD Projectors	A+ money PTA	\$19,000.00
6 LCD Proejctors	PTA	\$6,000.00
		Total: \$25,000.00
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: \$25,000.00

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
In June 2009, 85% of students in grades 3, 4, 5 scored Level 3 or higher on the FCAT math assessment.	By June 2010, 88%% of students in grade 3-5 will score level 3.0 or above on the FCAT math assessment.
Action Step	Person Responsible for Monitoring the Action Step
	Process Used to Determine Effectiveness of Action Step
	Evaluation Tool

1	<p>1. Students identified as ESE will receive school based tutorials</p> <p>2. All K-5 teachers will utilize FCAT dailies, Calendar Math, Mountain Math, and test prep strategies to enhance their curriculum.</p> <p>3. K-5 teachers will integrate technology to include Distance Learning, to address all learning modalities</p> <p>4. Representatives from K-5 will form a collaborative learning community to share best practices and implement new strategies.</p> <p>5. Teachers in grades K-5 will differentiate instruction for all students with a concentration on targeted sub-groups.</p> <p>6. Students scoring in the lowest 30%ile will receive a second targeted lesson daily.</p> <p>7. K-5 teachers will utilize pacing charts, struggling math charts, and focus calendars to guide their instruction.</p> <p>8. Students identified at the lowest 30%ile will receive additional support through before and afterschool programs.</p>	<p>1. Classroom Teacher</p> <p>2. Classroom Teacher</p> <p>3. Classroom Teacher</p> <p>4. Grade level representatives</p> <p>5. Classroom Teacher</p> <p>6. Classroom Teacher</p> <p>7. Classroom Teacher</p> <p>8. Identified Teacher</p>	<p>1. Treasures Triumphs Intervention Series, Harcourt Intervention Series weekly and unit assessment</p> <p>2. Wilsons, Foundations, Treasures Triumphs Intervention Series. Harcourt Intervention Series weekly and unit assessment</p> <p>3. Quarterly STAR Test, IRI, Oral Reading Fluency, and November BAT Test.</p> <p>4. Treasures Reading Series and Triumphs Intervention Series weekly and unit assessment</p> <p>5. Assessments included in the various programs used for the groups in the reading camps</p> <p>6. Accelerated Reader Diagnostic Reports used to determine if students met goals.</p> <p>7. Teacher observation, daily math practice, weekly quizzes, and chapter tests will be used to determine effectiveness.</p> <p>8. During the before and after school programs children be be observed, and given informal assessments to monitor progress that will be shared with classroom teachers to determine effectiveness.</p>	<p>1. FCAT Scores, BAT Test</p> <p>2. FCAT Scores, BAT Test</p> <p>3. FCAT Scores,</p> <p>4. Class Assignments, Weekly Assessments,</p> <p>5. FCAT and BAT scores</p> <p>6. Accelerated Reader tests</p>
---	--	--	---	--

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Math	Algebraic Thinking	TBD	December 2010	BAT assessment concentrating on Algebra strand	Math Contact Person

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

No Data	No Data	\$0.00
		Total: \$0.00
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: \$0.00

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		
In June 2009 37% of students in grade 5 scored level 3 or higher.		By June, 2010, 55% of fifth grade students will score a Level 3 or above on the FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Students will utilize technology, such as Atomic Learning, BEEP, United Streaming, Promethean Board, Distance Learning, and PBL strategies to support science concepts taught in classrooms.</p> <p>2. Test prep strategies will include instruction for students in their regular classroom on how to read, understand and respond to science questions using the scientific method.</p> <p>3. Students in grades 4-5 will be provided FCAT format practice in the classroom.</p> <p>4. Students in K-5, including the ESE, cluster and resource students, will utilize hands-on Science materials to enhance their understanding of grade level science benchmarks.</p>	<p>1. Classroom Teacher</p> <p>2. Administrators will review lesson plans for appropriate strategies to enhance science instruction.</p> <p>3. Team leaders will meet with grade level teachers to insure that appropriate FCAT practice is included in lesson plans.</p> <p>4. Team leaders will meet with grade level teachers to discuss the use of hands-on science materials that are aligned with grade level science benchmarks.</p>	<p>1. State Standards District Instructional Calendar Harcourt Science Text Delta Science Kits Cooperative Learning Groups 2. Science Fair 3. FCAT scores Harcourt Text</p> <p>4. State Standards District Instructional Calendar Harcourt Science Text Delta Science Kits Cooperative Learning Groups</p>	<p>1. FCAT scores benchmark assessments class assignments Unit test from Harcourt Science Text 2. FCAT scores Benchmark Assessments Class Assignments Unit Test from Harcourt Science Text 3. FCAT scores</p> <p>4. Class assignments Teacher Observation</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase the number of students who achieve level 3 or above	Scientific Method Physical and chemical Science Conducting a science investigation	District Personnel	Preplanning work days	Teachers will create a lesson plan using the new content strategies from the workshop	Team Leaders

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Science consumables will be ordered as needed for each grade level.	School budget	\$600.00
		Total: \$600.00
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
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: \$600.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Expository & Narrative Writing		By June 2010, 73% of the fourth grade students will score 4.0 or higher on FCAT writing test.		
By June 2009, 70% of fourth grade students scored 4.0 or higher on the FCAT writing test.				
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Provide training for K-4 staff on Mary Lewis Writers in Control. Expository- Aug. pre-planning; Narrative- Nov. Early Release</p> <p>2. K-5 students will receive a daily 45-minute instructional block in the areas writing and grammar. This will include Mountain Language, textbooks, daily oral language, and daily teacher model of writing.</p> <p>3. Students in grades 3-4 will be grouped to provide writing instruction based on individual writing needs (March-June).</p> <p>4. Teachers will utilize interactive activities/lessons presented to students via the Promethean Board.</p> <p>5. The fourth grade will departmentalize for writing instruction based on third grade end of year writing assessment.</p> <p>6. Grades 1-5 will implement a school wide writing</p>	<p>1. Reading Coach</p> <p>2. Classroom Teachers</p> <p>3. 3-4 Grade Classroom Teachers</p> <p>4. Classroom Teachers</p> <p>5. Reading Coach</p> <p>6. Reading Coach</p> <p>7. Fourth Grade Teachers</p> <p>8. Fourth Grade Teachers</p> <p>9. Reading Coach</p>	<p>1. Administer monthly writing prompts, assess student growth through the use of portfolios</p> <p>2. Evaluation of student writing samples.</p> <p>3. Administer weekly writing prompts and assess student writing samples</p> <p>4. Portfolios (An assessment will be taken for both Expository and Narrative, Pre, Mid, Post).</p> <p>5. Student writing samples will be assessed and will determine students achievement level</p> <p>6. Assessment of student writing samples.</p> <p>7. Scrutinize Sunshine State Standards along with Mary Lewis Writers In Control Rubric to create a set of grade level expectations.</p> <p>8. Assessment of student writing samples and portfolio pre, mid, and post writing samples.</p>	<p>1. Cross level grading and feedback.</p> <p>2. Language Arts Assessments</p> <p>3. Individual student writing conferences</p> <p>4. Language Arts assessments Writing prompts</p> <p>5. Writing samples, individual student writing conferences</p> <p>6. Cross level grading and feedback.</p> <p>7. Cross level grading and feedback.</p> <p>8. Writing Samples</p> <p>9. Writing Sample</p>

<p>prompt under testing conditions once a month.</p> <p>7. A set of writing standards for each grade level will be determined.</p> <p>8. Targeted 4th grade students will receive school based tutorial services to enhance writing skills</p> <p>9. Students in grades K-5 will compete in a quarterly writing competition.</p>		<p>9. Administration and graded writing prompt.</p>	
--	--	---	--

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Writing	Expository	A. Tucker M. Benson	August 2009	Giving monthly writing prompts and cross level grading and feedback.	Reading Coach & Classroom Teachers
Writing	Narrative	A. Tucker M. Benson	November 2009	Giving monthly writing prompts and cross level grading and feedback.	Reading Coach & Classroom Teachers
Writing	Technology to enhance writing	A. Tucker M. Benson	January 2010	Investigate BEEP and various website that can provide specific support to students who experience difficulty writing, encourage use of online sources that provide various graphic organizers.	Reading Coach & Classroom Teachers

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
No Data	No Data	\$0.00
Total: \$0.00		
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: \$0.00		

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on a parent survey, parents would like more opportunities to attend academic workshops.		By June 2010, Parents will attend two or more academic school activities during the year.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	<p>1. Writing Workshop- Parents will be given a workshop on the writing process.</p> <p>2. GLIDES- Parents will attend a GLIDES presentation and be given an overview of the GLIDES process.</p> <p>3. Open House- Parents will be given an overview of the academic curriculum and classroom procedures.</p> <p>4. Science Fair- A workshop will be given to parents to train them on the Scientific process.</p> <p>1.</p>	<p>1. 4th Grade Team Leader</p> <p>2. Classroom Teacher; GLIDES Coordinator</p> <p>3. Classroom Teacher</p> <p>4. Designated Teacher</p>	<p>1. Collecting baseline data through sign-in sheets.</p> <p>2. Collecting baseline data through sign-in sheets.</p> <p>3. Collecting baseline data through sign-in sheets.</p> <p>4. Collecting baseline data through sign-in sheets.</p>	<p>1. Sign-in sheets</p> <p>2. Sign-in sheets</p> <p>3. Sign-in sheets</p> <p>4. Sign-in sheets</p>

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
Increase parental involvement/attendance at academic workshops presented during the school year.	Communicating effectively with parents and student guardians to increase involvement and support/promote learning.	District Personnel	August 2009 Preplanning Days	Staff attendance at training, Parent surveys/feedback regarding effectiveness of trainings.	Administrator/Leadership Team

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
No Data	No Data	\$0.00
Total: \$0.00		
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: \$0.00		

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
Science	Science consumables will be ordered as needed for each grade level.	School budget	\$600.00
			Total: \$600.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Increase Classroom Equipment 20 Document Cameras 6 LCD Projectors	A+ money PTA	\$19,000.00
Reading	6 LCD Proejctors	PTA	\$6,000.00
			Total: \$25,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Total: \$0.00
			Final Total: \$25,600.00

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
Writing Coach	3000
Reading/Writing Materials	650

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

SAC Members

Members

1) Dr. Patricia Patterson, Principal

- 2) Dr. Leah Nachman , SAC Chair
- 3) Wayne Fischer, Business Member
- 4) David O'Brien, Parent
- 5) Amy Kushma, Parent
- 6) Karen Carrasquillo, Parent
- 7) Ruth Ewert, Parent
- 8) Renee Cochrane, Parent
- 9) Katie Winslow, Parent
- 10) Shirley Barbere, Parent
- 11) Valerie Anderson, Parent
- 12) Andrea Blackwood, Parent
- 13) Maria Canessa, Parent
- 14) Officer Spatafora, Community Member
- 15) Maritza Canizares, School Support Personnel
- 16) Susan Rose, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward NOB HILL ELEMENTARY SCHOOL 2671													
Number of students enrolled in the grades tested:														Read: 408		2008-2009 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES					
Click here to see Number of students in each group																											
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	78	Y	85	Y			93	Y			NA	25	22	NA	20	15	NA	78	NA	82	NA		
WHITE	100	Y	100	Y	84	Y	93	Y			91	Y			NA	18	16	NA	11	7	NA	83	NA	83	NA		
BLACK	99	Y	100	Y	65	Y	74	Y	94			Y			NA	38	35	NA	34	26	NA	68	NA	77	NA		
HISPANIC	99	Y	99	Y	83	Y	88	Y				91	Y		NA	25	17	NA	16	12	NA	81	NA	83	NA		
ASIAN		NA		NA		NA		NA				NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA				NA			NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	67	Y	76	Y	93	90	Y				NA	35	33	NA	30	24	NA	69	NA	76	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA				NA			NA						NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y	62	N	74	Y				NA			NA	44	38	Y	44	26	NA	63	NA	77	NA		

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward NOB HILL ELEMENTARY SCHOOL 2671													
Number of students enrolled in the grades tested:														Read: 416		2007-2008 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		NO					
Click here to see Number of students in each group																											
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	99	Y	99	Y	75	Y	80	Y			Y				NA	20	25	NA	14	20	NA	73	NA	75	NA		
WHITE	99	Y	99	Y	82	Y	89	Y			Y				NA	13	18	NA	8	11	NA	74	NA	82	NA		
BLACK	99	Y	99	Y	62	Y	66	Y	94	Y					NA	37	38	NA	27	34	NA	70	NA	67	NA		
HISPANIC	99	Y	99	Y	75	Y	84	Y				NA			NA	23	25	NA	16	16	NA	78	NA	80	NA		
ASIAN		NA		NA		NA		NA				NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA				NA			NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	65	Y	70	Y	93	Y					NA	30	35	NA	24	30	NA	70	NA	69	NA		
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y		NA		NA				NA			NA						NA						
STUDENTS WITH DISABILITIES	99	Y	99	Y	56	N	56	N				NA			NA	43	44	N	32	44	N	60	Y	51	N		

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward NOB HILL ELEMENTARY SCHOOL 2671													
Number of students enrolled in the grades tested:														Read: 410		2006-2007 School Grade ¹ :		A		Did the School make Adequate Yearly Progress?		YES					
Click here to see Number of students in each group																											
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	99	Y	99	Y	80	Y	86	Y			Y				NA	20	18	NA	9	14	NA	76	NA	78	NA		
WHITE	99	Y	99	Y	87	Y	92	Y			Y				NA	17	14	NA	7	8	NA	85	NA	84	NA		
BLACK	99	Y	98	Y	63	Y	73	Y			Y				NA	30	26	NA	18	27	NA	59	NA	65	NA		
HISPANIC	99	Y	99	Y	77	Y	84	Y				NA			NA	18	23	NA	9	16	NA	74	NA	78	NA		
ASIAN		NA		NA		NA		NA				NA			NA						NA						
AMERICAN INDIAN		NA		NA		NA		NA				NA			NA						NA						
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	70	Y	76	Y			Y				NA	25	24	NA	13	24	NA	66	NA	71	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA				NA			NA						NA						
STUDENTS WITH DISABILITIES	97	Y	97	Y	57	Y	68	Y				NA			NA	33	42	NA	21	32	NA	53	NA	68	NA		

SCHOOL GRADE DATA

Broward School District NOB HILL ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	88%	85%	43%	299	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	73%	80%			153	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?	63% (YES)	86% (YES)			149	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					601	
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 NOB HILL ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	80%	85%	93%	55%	313	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	68%	73%			141	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?	62% (YES)	75% (YES)			137	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					591	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Broward School District NOB HILL ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	83%	90%	98%	55%	326	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	80%	77%			157	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?	77% (YES)	85% (YES)			162	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					645	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested