

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MANATEE BAY ELEMENTARY SCHOOL

District Name: Broward

Principal: Donna McCann

SAC Chair: Annjeanette Washington, Karen Steinberg

Superintendent: James Notter

Date of School Board Approval: 12-1-2009

Last Modified on: 09-17-2009

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VISION and MISSION STATEMENTS

The Mission of Manatee Bay Elementary School is to be a community of lifelong learners who value quality and integrity as we strive to create a nurturing environment in which children will develop self-esteem and respect for themselves and others.

Vision: By 2014 all Manatee Bay Elementary students will be on grade level. We will be an exemplary school that provides the highest quality education for all students.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Manatee Bay is an A school located in Weston Florida The school opened in 2003 and is a neighborhood school. It has a total enrollment of 1,274 students serving grades K -5.

Our student population includes 5% Asian, 6% African-American, 44% White, 2% Multiracial, and 42% Hispanic.

In 2009, the School Accountability Data indicated that 94% of students are meeting high standards in Reading, 96% in Math, and 71% in Science. 98% of students are meeting the State Standards in writing.

100% of students at Manatee Bay Elementary met AYP criteria.

Unique School Strengths for Next Year

Manatee Bay has a strong, motivated administration whose leadership style empowers and supports teachers. Over 90% of our staff is highly qualified which include 13 National Board Certified Teachers. Our school maintains a strong parental support with over 66% of our parents involved in school activities. In addition, we have many business partners who contribute to our schools success.

Unique School Weaknesses for Next Year

Due to this years limited resources we have had to cut back several of our resource teachers. Thereby affecting our double dose pull out classes. We have also lost our Math and Technology specials. Additionally, we have lost a significant number of instructional staff members.

Student Demographics

2007 Female 59.3%, Male 40.6%, White 51%, Black 17.25%, Hispanic 22.7%, Asian 7.38%, Native American 0%, Multi 1.53%, FR. 4.92%, ELL 1.84%, ESE 0%

2008 Female 47.1%, Male 52.8%, White 43.7%, Black 5.62%, Hispanic 44.6%, Asian 4.58%, Native American 0.14%, Multi 1.25%, FR. 6.95%, ELL 8.94%, ESE 12.7%

2009 Female 46.4%, Male 53.5%, White 44.4%, Black 5.99%, Hispanic 42.1%, Asian 5.36%, Native American 0.23%, Multi 1.81%, FR. 8.43%, ELL 11.4%, ESE 11.8%

Student Attendance Rates

2007 -94.6%

2008 – 94.5%
2009 – 94.7%

Student Mobility

2007 62.2%
2008 18.2%
2009 11.6%

Student Suspension Rates

Internal suspension rates –2007 N/A, 2008 0.20%, 2009 N/A
External Suspension rates –2007 N/A, 2008 0.40%, 2009 0.10%

Student Retention Rates

2007 1.14%, 2008 1.23%, 2009 0.50%

Class Size

Pk-3 average 2007 17.9%, 2008 16.44%, 2009 17.75%
4-8 average 2007 21.79%, 2008 20.03%, 2009 21.71%

Academic Performance of Feeder Pattern

N/A

Partnerships and Grants

School Partners include: All Temperature Service, Inc., Memorial Hospital Miramar Pediatric Unit, Embroid Me, Papa John's Pizza, Sunshine Child Care, Borders Books and Music, Chick-Fil-A, Hinson Office Supply, Outback Steakhouse, Washington Mutual Bank, Publix Supermarket at Weston Commons, Coldstone Creamery, Juiceblendz, McDonald's, Kabooms, Rainforest Café, Melting Pot of Coral Springs, Summit Tutorial, The Florida Marlins, Magic Cuts, The Miami Heat

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	Donna McCann	Educational Leadership ESE	4	14	Under the successful guidance of Donna McCann, Manatee Bay has met Adequate Yearly Progress and maintained our status as an A school. Additionally, Mrs. McCann has improved Writing Scores at Manatee Bay by 2% point from 93% to 95%
Assis Principal	Mayra Hernandez	Educational Leadership Elementary Education	7	11	Since Manatee Bay Elementary opened in 2003 it has achieved AYP and maintained an A status through the continuous supervision of Mayra Hernandez. Mrs. Hernandez also attained Five Star Status for 6 years.

** 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 *
					Manatee Bay has met Adequate Yearly Progress and maintained our status as an A

Reading	Cheryl Barnes	Reading ESOL Elementary	4	6	school all 4 years that Mrs. Barnes has been reading coach. Additionally, the number of students meeting high standards in reading has increased each year for the past 3 years.
Math	Robin McClain	Elementary Social Studies ESOL	4	4	Manatee Bay has met Adequate Yearly Progress and maintained our status as an A school all 4 years that Mrs. McClain has been reading coach. 94% of students met high standards in Mathematics from 2005-2007 & 96 % of students met high standards in math from 2007 -2009 under her instructional leadership.

* 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)
Leadership opportunities. Administration invites staff members to participate in a variety of school activities such as but not limited to School Advisory Council, Student Council, Book Chat, Bus/Cafeteria duty, etc. Administration also offers opportunities for teacher leaders who are pursuing educational leadership to serve as administrative designee.	Donna McCann	June 2010	
Learning Communities. The Principal invites all staff to join her in reading, discussing, and presenting on a book that will enhance student achievement and their own professional development.	Donna McCann	June 2010	
Peer Teaching and Collaboration. Teachers new to a grade level and those experienced in each grade level will meet on a weekly basis to plan, discuss, and implement instructional delivery and evaluate student and teacher progress.	Team Leaders	June 2010	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
No data submitted			

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
76	0	17	46	37	42	100	7	13	95

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Lorraine Williams/Robyn Moss	Annejeanette Washington	moved from specials team to 4th grade	attend team meetings and learn 4th grade curriculum
Adriana Albizu- Robyn Moss	Garth Jones	moved from 3rd to 4th grade	attend team meetings and collaborate with team partner for lesson planning
Valerie Howard	Lori Salzer	moved from specials team	attend team meetings and collaborate with team partner for lesson planning

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

N/A

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)

Students in grades 3,4, and 5 that scored below a level 3 in reading and math or are in the bottom 25% are invited to participate in the after school FCAT Camps from November - March. In addition, students in 5th grade are also invited to participate in a science FCAT camp. Intensive reading and mathematics strategies are implemented with students along with technology resources in the computer lab.

Violence Prevention Programs

N/A

Nutrition Programs

Nutrition programs are implemented through our school cafeteria manager each month.

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.

Donna McCann, Principal
Mayra Hernandez, Intern Principal
Marilyn Stiegler, ESE Specialist
Geri Norris, Guidance Counselor
Jeanette Schwartz, School Psychologist
Keri Kaplan, Speech Pathologist
Yvette Gray, Speech Pathologist
Robin Hoffberger, Support Facilitator
Torrey Crozier, ESE Resource
Cheryl Barnes, Reading Coach
Robin McClain, Math Coach
Classroom Teacher

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

The teacher refers the students to the Collaborative Problem Solving Team for evaluation: The referral must identify the specific student problem or concern and will include anecdotal records that identify the problem, data that has been reviewed and identifies the problem, at least one parent conference and previous interventions that have been implemented. If multiple problems are identified they will then be prioritized and targeted one at a time for intervention.

The Collaborative Problem-Solving Team meets to decide appropriate interventions that will address the student weakness. The team will then meet with the teacher to discuss implementation of the intervention and follow up with classroom walkthroughs and lesson modeling. Additionally, intervention resources will be available to teachers in the resource room.

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

Each member of the RtI Leadership team provides input to their Academic Committee in developing activities and goals for the School Improvement Plan. This information is shared at the monthly SAC Meetings. They are responsible for monitoring the implementation through CWT's.

RtI Implementation

Describe the data management system used to summarize tiered data.

Manatee Bay Elementary is currently using a variety of data management system including, but not limited to, Data Warehouse, Above The Clouds, Virtual Counselor, BEEP, and the Comprehensive School Planning Tool.

Describe the plan to train staff on RtI.

At the beginning of the year, a staff meeting will be held to explain RtI to all staff members. Third, Fourth, and Fifth grade teams will attend data planning meetings prior to planning week and a comprehensive review of Response to Instruction/Intervention I will be conducted at this time.

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?

Grade 3

Reading: Strengths- Comparison & Contrast, & References, Weaknesses - Main Idea, & Words and Phrases
Math: Strengths - Measurement, Geometry, Algebra, & Data Analysis; Weaknesses - Number Sense

Grade 4

Reading: Strength - References. Weakness - Main Idea
Math: Strengths - Algebra, Geometry, & Data Analysis. Weakness - Number Sense
Writing: Strength - Expository. Weakness - Narrative

Grade 5

Reading: Strength - Reference. Weaknesses - Words & Phrases, Main Idea, & Comparison
Math: Strengths - Measurement, & Data Analysis. Weaknesses - Number Sense & Geometry
Science: Strengths - Life/Environmental Science & Physical/Chemical Science. Weaknesses - Scientific Thinking, & Earth/Space Science.

Instructional Calendar Development

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

Each team is responsible for disaggregating their grade level FCAT data to identify strengths and weaknesses and then developing an instructional calendar accordingly. The instructional focus calendar for August - November is based on the previous years FCAT scores. Instructional Focus calendars are updated and modified based on BAT scores. Instructional Focus skills are done on a daily basis in Reading, Math, Writing, and Science. 10-15 minute mini-lessons are conducted to address each week's skills.

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

and science)?

Reading - Main Idea & Words & Phrases
Math - Number Sense
Writing - Narrative Writing
Science - Scientific Thinking

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

Teachers will establish instructional groups based on student weaknesses. Grade level teams will meet to ensure that individual progress is being attained. In addition, team leaders and curriculum coaches will assist any teacher who has identified a weakness in instruction of a particular strand.

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

Teachers will incorporate real life experiences relevant to the elementary aged student through hands on activities, technology integration, and field trips.

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?

Weekly team meetings are held to align subject area plans according to the Sunshine State Standards. Additionally, quarterly vertical team meetings are conducted to identify weaknesses across grade levels and develop a plan of action.

How are instructional focus lessons developed and delivered?

The district mini benchmark assessments are used to instruct and assess reading, math, and science. Mini lessons are conducted before each subject block.

How will instructional focus lessons be revised and monitored?

Teachers will use Mini Assessments, BAT 2, monthly writing prompts, and teacher evaluations to monitor student progress. Revisions will be made based on student needs.

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.

Oral reading Fluency, IRI, and DAR, are utilized to evaluate students as needed in reading. Weekly chapter tests, Mini Assessments, and teacher created evaluations are used in math and science. Students who require additional support participate in instructional pull out groups and/or are provided small group instruction within the classroom.

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

Weekly mini benchmark assessments as well as chapter and unit tests are used to monitor student progress in reading, math, and science. Student results are disaggregated and teacher instruction is modified based on these results. Small group instruction will be conducted daily and focus on weak areas. In addition, monthly writing prompts are used to evaluate student writing, mastery level is achieved at 3.5 or higher.

Maintenance

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

Instructional Focus Calendar?

Instructional focus mini lessons are aligned with the instructional focus calendar and are done on a daily basis. Benchmark mastery is assessed upon completion of the Mini-Assessments.

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.

Grade level teams will review progress monitoring data on a monthly basis. Once strengths and weaknesses are identified, team wide instructional modifications will be discussed and implementation strategies will be provided.

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.

Once the monthly team meeting has taken place, an action plan will be submitted to administration. Monitoring of this action plan will take place through Classroom Walkthroughs/Observations and Data Chats.

ACT

Supplemental and Intensive Instruction/Interventions

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

Students will receive daily small group instruction, participate in reading and math pull out, attend FCAT camps, and actively use hands on manipulatives, computer software and technology resources. Additionally, assistance from the Writing and Science specials teachers will be provided when needed.

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

Students in grades K-5 who are performing below grade level will utilize Accelerated Reader, FCAT Explorer, and other related software daily to enhance academic development. In addition, these students will participate in additional small group instruction and/or pull out.

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

Weekly classroom walk-throughs are conducted to identify individual strengths and weaknesses, vertical team meetings are held quarterly to solicit team input, and surveys are sent out to teachers to identify areas of interest for school based trainings that will suit our needs.

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

Students in grades K-5 who are identified in the lowest quartile and those that are performing significantly below grade level will be targeted for supplemental and intensive instruction.

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

Ongoing assessments will take place throughout the year, teachers will disaggregate their own data on a weekly basis and administrators will meet with teachers to discuss interventions that have been implemented and identify areas of growth throughout the year.

Enrichment

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

Students are given an opportunity to participate in school-based academic activities such as First in Math, Math Super Stars, and Accelerated Reader Reward Activities. Students incentives are also given in the "Get Caught Reading Program". Students in Grades 3,4, and 5 are also given the opportunity to conduct "Book Buddies" activities with primary students. These activities include read alouds, creative writing and publishing, and art activities. Additionally, the principal conducts read-aloud with the entire school focusing on a chapter novel with special enrichment activities.

Describe how students are identified for enrichment strategies.

Opportunities are given to the entire student body to participate in these enrichment activities. First in Math identifies students who are excelling in a particular mathematic strand and rewards are issued by the program guidelines.

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)
Book Chat	Donna McCann	One a month	1st/2nd Thursday	Enhancing skills Differentiated Instruction and Delivery of Instruction
NESS/Induction	Samuel Allison	Once a month	Early Release	Offer curriculum and management assistance.

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 Round Up" and "Meet and Greet" for Parents and future kindergarteners to experience what the day of a kindergartener at Manatee Bay looks like. Beginning in August, the school notifies Kindergarten students (who are registered at least 5 days before school begins) who their Kindergarten teacher will be via US mail. Invitations to a Meet and Greet on the Friday before are mailed to each student. At the "Meet and Greet", parents and students meet their teacher, explore their classroom, tour the school, and meet key school personnel.

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		
Results on the 2009 FCAT Reading Assessment indicated that 94% of students scored a level 3 and above.		For the 2009-2010 school year, at least 96% of students will score a level 3 or above on the 2010 FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional Staff will disaggregate reading Assessment Data to identify instructional groups	Instructional Staff	Group instruction will be based on reading level and skill strengths and weakness. Students will be continuously monitored and instruction will be adapted based on ability.	SAT & FCAT scores, Mini Assessments, & 2008/2009 FCAT data, Benchmark Assessment tests, STAR testing. DIBELS (K), DAR (1-5), IRI (K-5), YOPP SINGER (K), STAR
2	Students in grades K-5 will participate in instruction through scientifically research based programs (k-3 will use the Treasures reading series & 4-5 will use the Harcourt Trophies reading series.) Additionally, Teachers will implement strategies to enhance reading comprehension that includes graphic organizers, modeling free response, vocabulary development and fluency building.	Teacher	Weekly Treasures or Trophies assessments will be conducted and skill assessment will be ongoing.	Fluency assessment, vocabulary quizzes, chapter tests

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008/2009 scores 78% of the 25% quartile made learning gains in reading.		At least 81% of students in the bottom 25% will demonstrate annual learning gains on the 2010 FCAT reading test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Students in the bottom 25th percentile will be administered a fluency screening to assess their reading proficiency . Based on the results of this screening students whose fluency is below 90% will be administered a phonics, phonemic awareness and decoding screening. Those students with deficits in these area will receive instruction in age appropriate programs that	Teachers	AR, STAR, and CCC, and FCAT, reading reports will be printed on a monthly basis evaluated by teachers and submitted to administration.	STAR, AR, CCC, FCAT Explorer, fluency assessment

address the area of phonics, fluency, vocabulary and comprehension. Students scoring in the bottom 25th percentile will be placed on Success Maker daily.			
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Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
For the 2009-2010 school year, at least 96% of students will score a level 3 or above on the 2010 FCAT reading test.	Teachers in grades K-5 will participate in ongoing staff development in the five components of reading instruction through a variety of methods, including staff meetings, grade level team meetings, and meetings with support staff.	Team Leaders, Support Staff, and Administration.	June 2010	Feedback forms, questionnaires, and discussion guidelines are given to grade level teams, SAC committees, and Vertical Teams to be completed and submitted to administration.	Donna McCann
At least 81% of students in the bottom 25% will demonstrate annual learning gains on the 2010 FCAT reading test.	Teachers in grades K-5 will analyze previous year's data to identify their personal areas of strengths and weaknesses. Based on this data teachers will be able to determine effectively the specific courses of training necessary for development of their Individual Professional Growth Plan.	Teachers	June 2010	Teachers will meet with administration to review their instructional strengths and weaknesses and identify areas in need. The Professional Growth Plan will be discussed and target goals will be made. At the end of the year an additional meeting will be held to ensure that these goals have been met.	Donna McCann Mayra Hernandez

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

N/A

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
McGraw-Hill (Treasures) Instructional Materials	Instructional Materials	\$5,000.00
Reading Coach Helping Resource Teacher(s) After School Academic Camps	FTE Accountability	\$4,500.00
		Total: \$9,500.00
Technology		
Description of Resources	Funding Source	Available Amount
NCS Learn (Formerly CCC), Accelerated Reader Program, Kidspiration, FCAT Explorer, BEEP Portal 2 and 3	General Budget	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
McGraw-Hill Treasures Accelerated Reader Program	Instructional Materials	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Monthly Book Club for students in grades 2-5 coordinated by the Reading Coach	PTA	\$6,000.00
FCAT Camps	A+ Funds/ Accountability	\$8,000.00
		Total: \$14,000.00
		Final Total: \$33,500.00

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		
Results on the 2009 FCAT Mathematics Assessment indicated that 96% of students scored a level 3 and above.		For the 2009-2010 school year, at least 98% of students will score at or above a level 3 in the area of Mathematics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Our grade level teams will disaggregate mathematics assessment data to identify students' strengths and weaknesses. The data will then be used to guide instruction and enrichment in all classrooms grades K-5.	Team Leaders	Teachers, along with their grade level team, will review their disaggregated data, diagnose students' mathematical strengths and weaknesses so that instruction will target individual needs.	SAT & FCAT scores, Mini Assessments, & Benchmark assessment tests, STAR testing and Harcourt Math assessments.
2	Students will participate in a mathematics program through the Harcourt Math Basal that includes Calendar Math, use of manipulatives, real-life learning activities, skills development, FCAT practice, and math centers.	Teachers	Teachers, along with their grade level team, will review their disaggregated data in order to diagnose students' mathematical strengths and weaknesses so that instruction will target individual needs.	Weekly chapter assessments, CCC reports, teacher created materials, and Mini-Assessments
3	Teachers will utilize appropriate remedial interventions and web-based programs to enhance instruction and provide practice for ESL, ESE, and lowest quartile students.	Teachers	Identified students will be provided alternative instructional strategies to meet individual needs. Mini-assessments for each of the math benchmarks will be used to monitor progress of learning provided through the Instructional Focus Calendar.	Mini-Assessments
4	Teachers have been trained to effectively utilize Virtual Counselor.	Administration	Teachers will be given an opportunity to take a review class on Virtual Counselor.	Teachers demonstrating knowledge of Virtual Counselor through printing out previous years' test scores, FCAT Scores, BAT scores, and other data from class roster and effectively entering data.
5	Grade level teams are each provided with one laptop cart to reinforce mathematics curriculum bi-weekly.	Teachers	Teachers will sign up with team leaders for wireless cart use.	Administration and Team leaders will verify that teachers are utilizing wireless carts.
6	Students are taught to use higher order thinking skills to solve real world problems.	Teachers	Teachers will monitor through formal and informal assessments.	Classroom assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2008-2009 FCAT mathematics scores, 81% of lowest 25% made learning gains.		By June 2010, at least 84% of students in the bottom 25% will demonstrate annual learning gains on the 2010 FCAT Mathematics Assessment and show improved performance in tested strands		
	Action Step	Person Responsible for Monitoring the	Process Used to Determine Effectiveness	Evaluation Tool

		Action Step	of Action Step	
1	The Math specialist will provide pull out intervention to students in the lowest quartile utilizing versa-tiles, base ten blocks, etc. All intervention strategies align with the District's struggling Math Chart.	Math Specialist	Mini-Assessments, software printouts, and teacher created materials will be evaluated on a weekly basis.	Success Maker, FCAT Explorer, Mini-Assessments, and teacher created materials.
2	Students identified as ESOL, ESE, and those scoring in the lowest quartile will utilize mathematics software programs for skill reinforcement.	Teachers	Monthly printouts of mathematics software programs will be evaluated by teachers and then submitted to administration.	Success Maker, FCAT Explorer,
3	Teachers will utilize appropriate remedial interventions and technological programs, based on the county adopted math basal series to enhance instruction and provide guided practice for ESOL, ESE, and lowest quartile students.	Teachers	Chapter tests and Mini-Assessments will be evaluated by the teacher and intervention groups will be identified based on student needs.	Chapter Tests, Mini-Assessments

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
For the 2009-2010 school year, at least 94% of students will score at or above a level 3 in the area of Mathematics.	Mathematics Benchmarks	Teachers, Team Leaders	June, 2010	Grade level teams will share best practices. Team leaders will facilitate follow-up meetings to discuss classroom implementation.	Team Leaders
For the 2009-2010 school year, at least 94% of students will score at or above a level 3 in the area of Mathematics.	Mathematics Benchmarks	Math Coach	June, 2010	Teachers not previously trained in mathematics critical content will attend District training session.	Math Coach, Administration, Team Leaders

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Harcourt Math Manipulatives and activities	FTE	\$1,000.00
First in Math	General Budget	\$1,800.00
		Total: \$2,800.00
Technology		
Description of Resources	Funding Source	Available Amount
BEEP Portals, First in Math, FCAT Explorer, Kidspiration, Appleworks		\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Math Standards Update		\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Partners in Education, Math Benchmark Events		\$0.00
		Total: \$0.00
		Final Total: \$2,800.00

End of **Mathematics** 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		
Results on the 2009 FCAT Science Assessment indicated that 68% of fifth grade students scored a level 3 and above.		By June 2010, 70% of fifth grade students will score a level 3 or above on the FCAT Science Assessment.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Teachers will utilize the Broward County Elementary Science Benchmark plan to guide instruction.	Teachers	Teachers will monitor of the Sunshine State Standards and District Benchmarks.	Chapter tests, mini-assessments and teacher created materials.
2	1. Students will participate in daily Science lessons and discussions and will perform science experiments using inquiry and scientific method while they utilize science kits to participate in hands-on activities.	Teachers, team leaders, along with the Science Specials teacher.	Teachers will monitor the Sunshine State Standards and District Benchmarks.	Classroom observation, mini-BATs, Classroom tests.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 70% of fifth grade students will score a level 3 or above on the FCAT Science Assessment.	Teachers in grades K-5 will participate in ongoing staff development in Science instruction through a variety of methods, including staff meetings, grade level team meetings, and meetings with support staff.	Team Leader, Science Special's Teacher.	June 2010	Feedback forms, questionnaires, and discussion guidelines are given to grade level teams, and SAC committees, to be completed and submitted to administration.	Donna McCann Mayra Hernandez

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Delta Science Kits Scientific Method replacement needs	Instructional Materials	\$500.00
FCAT Explorer Science Mini Benchmark Assessments, Science Fair Project		\$0.00
Total: \$500.00		
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
Delta Science Kit Training, Beep Portals, Wireless Cart		\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
Vertical Team Meetings		\$0.00
Total: \$0.00		
Final Total: \$500.00		

Writing Goal

Needs Assessment: Based on School Grade Data:

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

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Writing Scores 98% of 4th graders are meeting high standards in Writing.		By June, 2010, 99% of students in grade 4 will demonstrate high standards in writing.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Instructional Staff will utilize the Mary Lewis Writing Program.	Administration	Monthly writing prompts will be submitted to administration for review. Administrative comments and conferences held on a as needed basis.	Monthly Writing Prompts
2	Instructional Staff will evaluate students' writing samples to determine appropriate focus for classroom.	Teachers	Teachers will conference with students on a individual basis concerning their writing needs.	Weekly writing prompts and strategy assignments.
3	A School Wide Writing Committee will monitor the SIP writing goals and will act as a liaison to all instructional staff.	Writing Committee	Monthly Writing Committee Meetings reviewing best practices in the classroom.	Monthly Writing Prompts
4	The writing specials teacher will conduct parent trainings to demonstrate lessons and activities that can be done for reinforcement.	Writing Specials teacher	Parent surveys will be sent home upon completion of workshops to determine the effectiveness.	Survey Results from Parents

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June, 2010, students in grade 4 will increase their FCAT Writing Scores to 99%.	Expository and Narrative	Connie Bazy Classroom Teachers	February 2010	Weekly mini-lessons within the classroom with teacher follow-up.	Connie Bazy Donna McCann Classroom Teachers

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Student Publishing Centers, The SPLASH		\$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
Only New Teachers will attend Mary Lewis Training	Professional Development	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Manatee Bay Book Clubs	PTA	\$500.00

Total: \$500.00

Final Total: \$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		
Based on parent surveys conducted 87% of our parents are involved in their child's education. To increase parent involvement in student progress through conferences, interims, and involvement of school activities.		By June 2010 90% of our parents will be involved in student learning and accountability.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Parents will receive instructional materials to assist in their child's education through our parent resource center in their appropriate language when necessary.	Donna McCann	Parent surveys will be sent to all parents to determine the effectiveness of this communication tool.	End of the Year Parent Survey provided by the District.
2	Parents will be provided information on how to access their child's reading and math texts online for reinforcement at home.	Teachers	Teachers will monitor student and parent use through assignment submissions.	Online student assignments
3	Manatee Bay's parent link will notify parents of upcoming events. In addition all Parents will receive the school newsletter, calendar events, and updates via our award winning website.	Donna McCann	Parent Surveys will be sent to all parents to determine the effectiveness of these communication tools.	Parent Survey

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 90% of our parents will be involved in student learning and accountability.	Academic, Technology, and Communication.	Teachers, Administration, PTA	June 2010	Sign-In sheets will be used to identify the number of parents involved.	Donna McCann

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
Parent Resource Materials	PTA	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$500.00

End of Parent Involvement Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McGraw-Hill (Treasures) Instructional Materials	Instructional Materials	\$5,000.00
Reading	Reading Coach Helping Resource Teacher(s)After School Academic Camps	FTE Accountability	\$4,500.00
Mathematics	Harcourt Math Manipulatives and activities	FTE	\$1,000.00
Mathematics	First in Math	General Budget	\$1,800.00
Writing	Student Publishing Centers, The SPLASH		\$0.00
Science	Delta Science Kits Scientific Method replacement needs	Instructional Materials	\$500.00
Science	FCAT Explorer Science Mini Benchmark Assessments, Science Fair Project		\$0.00
Parental Involvement	No Data	No Data	\$0.00
			Total: \$12,800.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	NCS Learn (Formerly CCC), Accelerated Reader Program, Kidspiration, FCAT Explorer, BEEP Portal 2 and 3	General Budget	\$10,000.00
Mathematics	BEEP Portals, First in Math, FCAT Explorer, Kidspiration, Appleworks		\$0.00
			Total: \$10,000.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	McGraw-Hill Treasures Accelerated Reader Program	Instructional Materials	\$0.00
Mathematics	Math Standards Update		\$0.00
Writing	**Only New Teachers will attend Mary Lewis Training***	Professional Development	\$0.00
Science	Delta Science Kit Training, BEEP Portals, Wireless Cart		\$0.00
Parental Involvement	Parent Resource Materials	PTA	\$500.00
			Total: \$500.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Monthly Book Club for students in grades 2-5 coordinated by the Reading Coach	PTA	\$6,000.00
Reading	FCAT Camps	A+ Funds/ Accountability	\$8,000.00
Mathematics	Partners in Education, Math Benchmark Events		\$0.00
Writing	Manatee Bay Book Clubs	PTA	\$500.00
Science	Vertical Team Meetings		\$0.00
			Total: \$14,500.00
			Final Total: \$37,800.00

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
No data submitted	

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

SAC Members

Members

- 1) Donna McCann, Principal
- 2) Annejeanette Washington-Wooten, SAC Chair
- 3) Karen Steinberg, SAC Chair
- 4) Cheryl Barnes, Teacher
- 5) Kellie Williams, Business Member
- 6) Katie Dowe, Parent
- 7) Denise Marsh, Parent
- 8) Shelly Shilling, Parent
- 9) Elizabeth Forristal, Parent
- 10) Cindy Gaitan, Parent
- 11) Sara Guinta, Parent
- 12) Betsy Blume, Community Member
- 13) Colleen Gulla, Community Member
- 14) Chris Diaz, School Support Personnel
- 15) Meryl Jefferson, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2													Broward MANATEE BAY ELEMENTARY SCHOOL 3841																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 679 Math: 679		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	2008	Y/N	2008	2009	2008	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N
TOTAL ⁴	100	Y	100	Y	92	Y	94	Y			Y			NA	13	8	NA	7	6	NA	90	NA	83	NA						
WHITE	100	Y	100	Y	93	Y		Y			Y			NA	10	7	NA			NA	89	NA	86	NA						
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
HISPANIC	100	Y	100	Y	91	Y	93	Y			Y			NA	12	9	NA	6	7	NA	91	NA	81	NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y		NA		NA	92		Y			NA			NA			NA										
STUDENTS WITH DISABILITIES	98	Y	99	Y		NA		NA	81	94	Y			NA			NA			NA										

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2													Broward MANATEE BAY ELEMENTARY SCHOOL 3841																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 714 Math: 714		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	2007	Y/N	2007	2008	2007	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N
TOTAL ⁴	99	Y	99	Y	87	Y	93	Y			Y			NA	16	13	NA	10	7	NA	77	NA	83	NA						
WHITE	99	Y	99	Y	90	Y		Y			Y			NA	16	10	NA	8		NA	81	NA	82	NA						
BLACK	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
HISPANIC	99	Y	99	Y	88	Y	94	Y			Y			NA	15	12	NA	11	6	NA	75	NA	83	NA						
ASIAN	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	100	Y	100	Y		NA		NA			NA			NA			NA			NA										
ENGLISH LANGUAGE LEARNERS	98	Y	98	Y	80	Y	92	Y			92	Y		NA	24	20	NA	16	8	NA		NA								
STUDENTS WITH DISABILITIES	99	Y	99	Y		NA		NA			NA			NA			NA			NA										

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2													Broward MANATEE BAY ELEMENTARY SCHOOL 3841																	
Number of students enrolled in the grades tested: Click here to see Number of students in each group													Read: 688 Math: 688		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	2006	Y/N	2006	2007	2006	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N
TOTAL ⁴	100	Y	100	Y	84	Y	90	Y			Y			NA	16	17	NA	9	10	NA	80	NA	81	NA						
WHITE	100	Y	100	Y	84	Y	92	Y			Y			NA	12	17	NA	10	8	NA	79	NA	81	NA						
BLACK	99	Y	99	Y		NA		NA			NA			NA			NA			NA										
HISPANIC	100	Y	100	Y	85	Y	89	Y			Y			NA	21	16	NA	7	11	NA	82	NA	81	NA						
ASIAN	97	Y	97	Y		NA		NA			NA			NA			NA			NA										
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA										
ECONOMICALLY DISADVANTAGED	98	Y	99	Y		NA		NA			NA			NA			NA			NA										
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	76	Y	84	Y			92	Y		NA	26	29	NA	8	16	NA	78	NA	83	NA						
STUDENTS WITH DISABILITIES	100	Y	100	Y		NA		NA			NA			NA			NA			NA										

SCHOOL GRADE DATA

Broward School District MANATEE BAY ELEMENTARY SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	94%	96%	98%	71%	359
% of Students Making Learning Gains	81%	71%			152
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: ● 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?	78% (YES)	81% (YES)			159	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					670	
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 MANATEE BAY ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	91%	96%	98%	70%	355	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%	70%			138	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)	80% (YES)			144	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					637	
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 MANATEE BAY ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	89%	94%	94%	57%	334	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%	72%			145	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?	74% (YES)	65% (YES)			139	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					618	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested