

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: MARTIN LUTHER KING ELEMENTARY SCHOOL

District Name: Broward

Principal: Marvis Ward

SAC Chair: Juliet Williams

Superintendent: James Notter

Date of School Board Approval: 12/01/09

Last Modified on: 08-31-2009

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

Dr. Frances Haithcock, Chance
K-12 Public Schools
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325 West Gaines Street
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VISION and MISSION STATEMENTS

Our vision is to provide a safe and inspiring environment where flexibility, risk taking and creativity will be evident throughout our learning environment. Recognizing that students have multiple intelligences, we will educate our students to be "life long learners" through the integration of the arts, technology and real world problem solving to meet the challenges of a changing world.

The Mission of Dr. Martin Luther Jr. Elementary School is to have each student achieve his or her greatest potential and build a solid foundation for future success.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

During January 2009, our school's name was proudly changed to Dr. Martin Luther King Jr. Elementary School. Many changes have occurred during the past years, from 1967, a small portable school whose original name was Sabal Palm Elementary located 5 miles from the sunny beaches. Shortly afterwards the school was renamed to Martin Luther King with Dr. King's monument being erected facing Martin Luther King Boulevard. Also during which time the campus experienced renovation. Our student population consist of approximately 420 students in grades Pre-Kindergarten through 5th grade.

97% of the students are African American, 1% of the students are white, 1% of the students are Hispanics, 1% of the students are Multiracial.

Partners within the community include the Lauderhill Police, the African American Research Library & Cultural Center, Winn Dixie Supermarket, Girls and Boys Club of Broward County.

Cultural and historical activities, parent meetings, workshops are just part of what we do at Dr. Martin Luther King Jr. Elementary.

93.9% of the students qualified for free/reduced lunch.

Unique School Strengths for Next Year

Increased volunteer participation, Little Red Schoolhouse Award, African American Read-a-thon, KAPOW Program, 4th/5th grade Non-Violence Atlanta/Alabama field trip, grant writing, 2nd grade read in, Differentiating reading and math blocks.
4 currently National Board Certified Teachers

Unique School Weaknesses for Next Year

Due to budget cut we likely will have less resources including personnel to provide academic support for lower quartile students (push-in push-out services.)

Decrease in enrollment, 50% specials teachers, loss of technology person, loss of teachers per grade levels 1-4

Student Demographics

This school currently serves a approximately of 420 students in Pre-kindergarten through 5th grade. These demographics include:

97.32% African American, 1.22% White, .73% Hispanic, .24% Asian, .49% Multiracial

The student population also includes 93.3% Free/Reduced Lunch

15.8 ESE 4.35% ELL

Student Attendance Rates

2009: Average attendance rate was 93.60%.
2008: Average attendance rate was 93.40%.
2007: Average attendance rate was 93.90%.

Student Mobility

Average mobility rate for 2007 was 37.10%.
Average mobility rates for 2008 was 32.00%.
Average mobility rates for 2009 was 36.70%.

Student Suspension Rates

The internal suspension rate for:
2007 was 0.90%.
2008 was 1.30%.
2009 was 6.40%.
the external suspension rates for:
2007 was 4.00%.
2008 was 4.40%.
2009 was 1.40%.

Student Retention Rates

In 2008 7.67% of students were retained.
In 2007 6.30% of students were retained

Class Size

School Year 2007 2008 2009
KG- 3 rd Grade Average class size is 15.43 16.49 14.98

4th -5th Grade-Average class size is 18.43 18.47 19.11

Academic Performance of Feeder Pattern

Partnerships and Grants

Grants:
Impact Adaptor Grant
CitiTeam Mentor Grant

Partnership
Chic Filet
ASP After School Program
Boys and Girls Club of Broward
Winn Dixie
Popeye's Chicken

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	Marvis Ward	Masters/ Educational Leadership	2	9	School grade increased from a D to a C. Did not make AYP, but went up 3%
Assis Principal	Kicia Johnson	Masters/ Educational Leadership	2	2	School grade increased from a D to a C. Did not make AYP, but went up 3%

* 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	Catherine McFarland	Bachelor/Elementary Ed., ESOL	2	2	School grade increased from a D to a C. Did not make AYP, but went up 3%
Science/Writing	Chandra Fitzpatrick	Bachelor/Elementary Ed., ESOL	3	3	School grade increased from a D to a C. Did not make AYP, but went up 3%
Math	Margaret Walden	Bachelor/Elementary Ed., ESOL NBCT	10	3	School grade increased from a D to a C. Did not make AYP, but went up 3%

* 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)
NBCT Mentoring	J. Williams	Ongoing	
NESS/School Induction	NESS Coordinator	Ongoing	
Referrals of New Recruits	Administration	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Rosalyn Marvin	Para	Paraprofessional	Ongoing Training

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
35	0	15	55	30	25	100	5	10	95

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Tara Boodhai	Ellen Byrd-Williams	NBPT-Candidate (NBC)	Review scores/ discuss topics
Juliet Williams	Sherrel Neal / Darlen Glover-Smith	To provide additional support for teacher new to grade level and reentering the classroom.	Lesson Plans-Delta Science Activities, Triumph's Reading intervention
Karen Pugh-Kelley	Charlotte Shipman-Smith	To enhance Technology skills	Accelerated Reader, Technology usage, Data Chats
Margaret Walden-Turner	Jose Halley	To render additional support through Organization	Set-up classroom, correlated Science plans

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Parental involvement includes-Title I Family Nights

Staff Development
Classroom Supplies

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

T/a

Supplemental Academic Instruction (SAI)

After school and Saturday Camps
Tutorial Supplies and Materials
Salaries
School Supplies

Violence Prevention Programs

N/A

Nutrition Programs

N/A

Housing Programs

N/A

Head Start

Head Start teacher and Paraprofessional salaries
Supplies for Pre-K Students
Field trips for Pre-K Students

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.

The RtI Leadership team consist of Administration, Instruction Leaders(Reading Coach, Curriculum Specialist, Grade Level Team Leaders, guidance counselor, ESE Specialist, and the School Psychologist.

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

The RtI Leadership team meets once per week to collaborate and ideas to be able to integrate interventions and

assessments that will motivate student achievement and minimize behavior problems.

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

The role of the RtI Leadership Team is to work with the School improvement team to develop cohesive instructional goals and objectives that align with increasing student achievement.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data will include the 2009 FCAT, Benchmark Assessments 1&2, Treasures/Trophies Assessments(Pre-Test)
Ongoing monitoring data will include bi-weekly mini benchmark assessment data, FAIR,Diagnostic Assessments of Reading, informal Reading Inventories (as needed), Treasures/ Trophies (post test) and technology based assessment (Odyssey, FCAT Explorer, etc.)

Describe the plan to train staff on RtI.

The RtI will train staff on how to identify struggling readers, monitor student progress, provide evidenced-based interventions. Interventions will be provided for the students depending on their responsiveness, as well as identifying and providing support for students with learning disabilities.

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?

Math strengths:
3rd Geometry
4th Geometry
5th Number Sense

Math weaknesses:
3rd Measurement
4th Number Sense
5th Performance Tasks

Writing Strengths:

Writing Weaknesses:
Science Strengths: Life Science
Science weaknesses: Performance Tasks

Instructional Calendar Development

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

Data is used for the development, implementation and monitoring of the Instructional Focus Calendar. By disaggregating this data, we would develop a timeline for instructing the benchmarks in the core subject areas beginning with the weakest. Students will be give assessments to check for mastery. Based on the data and percentage of mastery throughout the grade levels, will determine if benchmarks are aligned accordingly

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

Reading
Main Idea/ Authors Purpose, Comparison, Contrast and Vocabulary will be rendered priority. Through curriculum planning and Instructional Focus calendar students will have time far revisiting.
Math
Number Sense,Measurement, will be given priority and revisited through Instructional focus calendar and curriculum planning.
Writing
Expository and Narrative will both be given priority.

Science

Earth & Space Science and Scientific Thinking will be given priority and students will be exposed to the Delta experiments/ vocabulary and Scientific processes.

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

This process involves analyzing data to establish balanced grouping of the students. Groups will be monitored and restructured based on the needs of the students.

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

Through project based, and hands on activities, students are exposed and participate in interactive activities that integrate all subject areas.
Reading is incorporated through many content areas as the instructional focal guides specific instruction needed.

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?

Support staff members meet with grade levels monthly to provide front loading training on up coming benchmarks. Grade level also meets weekly to plan instructional lessons that are aligned with the district's Instructional Focus Calendar, seek assistance and share best practices.

How are instructional focus lessons developed and delivered?

Instructional Focus lessons are initially based on 2009 FCAT data. As the year progressed the Instructional Focus is revised based on mini BAT and BAT assessments. Standards that are identified as weak areas are taught first followed by those that show a higher present of mastery. The instructional focus calendar directs the daily lessons. Teachers in grades 3-5 will instruct additional lessons based on their assigned content. Benchmark are then tested, reinforced or enriched based on results of assessments.

How will instructional focus lessons be revised and monitored?

Based on non- mastery, benchmarks will be retaught as needed using a different method of delivery to ensure students' understanding of content. The instructional focus will be monitored through bi-weekly data chats (administration/teachers) and feedback from daily classroom walk through. Bi-weekly learning communities will be available to provide on going instructional support.

CHECK

Assessment

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

Mini benchmark assessments scheduled throughout each quarter based on students weakness.
School wide assessment using FCAT release time during the year.
STAR will be administered at beginning of the year.

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

Students must receive at least 70 % mastery to determine mastery on benchmarks

Maintenance

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

Ongoing assessment which results in a time framed remediation or enrichment, FCAT practice test.

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.

Each grade level will have common planning and bi- weekly meetings to monitor classroom and grade level mastery.

Monitoring

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

The principal and Leadership Team will review Data Chats, and provide resources based on the results.
(Resources such as coaching, release time to observe and staff development.
Grade level will meet monthly to discuss and review level data and progression

ACT

Supplemental and Intensive Instruction/Interventions

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

Small group and flexibility based on mastery will be implemented throughout the school. Additional staff will provide intensive instruction for students not meeting mastery.
After school tutoring will be offered to all students in the lower quartile based on 2009 data (Oct.-Feb.)

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

30 minutes are scheduled into each grade level instructional day for reteaching and /or enrichment.

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

Staff development is based on student data, classroom walk throughs, teacher's conferences and teacher observation.

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

Students not scoring mastery on Bat 1
Student who are more than one or two grade levels behind. in Reading and students who receive a level 3 and are still struggling.

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

Intervention will be measured by reviewing and analyzing results from data throughout the year.

Enrichment

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

Project based learning will be implemented to support accelerated and enrichment activities.

Describe how students are identified for enrichment strategies.

Students who are receiving 80% mastery consistently.

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)
Reading PLC (K-5th, Reading)	Ms. McFarland	Two to three times per month	Every other Thursdays	Learning and implementing strategies that are proven to increase student achievement in Reading

Math/Technology PLC (K-5th, Math & Technology)	Ms. Walden-Turner	Bimonthly	Every other Thursday	Learning and implementing strategies that are proven to increase student achievement in Math & Technology
Science/Writing PLC (K-5th, Science & Writing)	Ms. Fitzpatrick	BiMonthly	Every other Thursday	Learning and implementing strategies that are proven to increase student achievement in Science and Writing

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

Our Head Start program presently services 43 pre-school age children. Our curriculum is being implemented from the district-approved program Creative Curriculum. This program is used to increase student academic and social skills. The focus of this program is to develop four critical areas: sense of self, learning/ problem solving, listening / speaking and cognitive development. Students are assessed at various times throughout the year by both the teacher and the school district personnel.

The Creative Curriculum - involves three assessments during the school year to measure and monitor growth in the areas of phonological awareness, alphabet knowledge and concepts of print. Students are assessed once per year using the Brigance reading and BECA reading programs.

School District personnel work closely with the teacher to ensure development gains. Other school district involvement include health funding for dental, vision, and hearing screenings. In addition, parental involvement plays an important role in making the program highly effective. Parents are required to volunteer a mandatory 50 hours per year and attend workshops that focus on improving parenting and academic skills at home.

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		
By May 2009, 45% of the students in grades 3-5 achieved mastery in reading on the 2008-2009 FCAT		By May 2010, 56% of the students in grades 3-5 will achieve mastery on the 2009-2010 Reading FCAT		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Implement Treasure/Triumph with fidelity 2. Integrate technology (promethean, NetTrekker, United Streaming, Odyssey, River Deep, Accelerated Reader, etc) 3. Identify and Provide enrichment for high achieving 4. Small group instruction 5. Push in remediation 6. Pull out tutorial groups 7. Academic Camps 8. Read Alouds 9. Departmentalization 10. Student Data Chats 11. Organization of Instructional Focus calendar	Ms. McFarland, Administration, Teachers	1. Lesson plans, Classroom walk through 2. Lesson Plans 3. Data Chats 4. Data Chats 5. Data Chats 6. Data Chats 7. Student Conference 8. Student motivation 9. Classroom Observation 10. Student Motivation 11. Lesson Plans	1. Classroom observation, teacher conference, weekly CWT checklist 2. STAR, weekly CWT, software reports 3. Bat assessments 4. Weekly CWT 5. BAT assessments 6. BAT 7. BAT Assessments 8. Weekly CWT 9. BAT 1 & 2 results 10. BAT & FCAT 11. Mini BAT's
2	1. Plan targeted intervention for students not responding to core plus supplemental instruction using problem-solving process. Interventions will be matched to individual student needs, be evidence-based, and provided in addition to core	Ms. McFarland, Ms. Fitzpatrick, Ms. Walden and Teachers	Promote student interest	Oral Observation
3	Double Dose using Voyager	Ms. McFarland, Ms. Walden, Ms.	Model reading for students	Fluency Probe

		Fitzpatrick/ Administration		
4	Small Groups-Pull Out / Push In	Ms. MccFarland, Ms. Walden, Ms. Fitzpatrick/ Administration	Build self esteem	Weekly CWT
5	SES Camp	Ms. MccFarland, Ms. Walden, Ms. Fitzpatrick/ Administration, teachers	Increase student performance	Reading FCAT
6	After School Camp	Ms. MccFarland, Ms. Walden, Ms. Fitzpatrick/ Administration	2. Increased skills 3. Fluency 1. Increase fluency 2. Build confidence 3. Remediate skills 4. Enriched skills	Reading FCAT
7	ESOL students will participate in AM and/or PM Tutoring	Ms. Shivers/ Administration	Increase reading fluency and comprehension	Reading FCAT and BAT

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Grades 3-5 , 52% of the lower quartile students made a learning gain on the 2009 FCAT Reading Test.		By May 2010, 60% of the lower quartile will demonstrate learning gains on the 2009=2010 FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Implementation of effective reading strategies in small reading groups	Ms. MccFarland, Ms. Walden, Ms. Fitzpatrick/ Administration, teachers	Classroom observation	Mini BAT
2	Before, During and After School Tutoring	Teachers, Ms. MccFarland, Ms. Walden, Ms. Fitzpatrick/ Administration	Classroom Observation	BAT and FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
Reading	Working with Small Groups	Reading Coach	September 2009	Classroom Walk Through	Ms. McFarland
By May 2010, 56% of the students in grades 3-5 will achieve mastery on the 2009-2010 Reading FCAT	Treasures Training	Ms. McFarland	August 2009	Classroom Walk Through	Ms. McFarland/ Administration
By May 2010, 56% of the students in grades 3-5 will achieve mastery on the 2009-2010 Reading FCAT	FAIR Training	Ms. McFarland	August 2009	Data Chats with Administration	Ms. McFarland/ Administration
By May 2010, 56% of the students in grades 3-5 will achieve mastery on the 2009-2010 Reading FCAT	CHAMPS	Ms. Shivers	On going	Classroom Walk Through	Administration, Ms. Shivers

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
Treasures	Textbook	\$10,000.00

Test Prep. Material	Accountability	\$10,000.00
		Total: \$20,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Voyager Technology	Accountability	\$2,000.00
		Total: \$2,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitute Coverage	Substitute Funds	\$500.00
CHAMPS Training	Accountability	\$1,000.00
		Total: \$1,500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$23,500.00

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 grades 3-5, 48% of students will achieve mastery on the 2009 administration of the FCAT Mathematics Test.			In grades 3-5, 58% of students will achieve mastery on the 2010 administration of the FCAT Mathematics Test	
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Departmentalization of subjects	Administrators, Ms. Walden-Turner	Math Coach will assist teachers and model implementation of lessons.	Math FCAT
2	Instructional Focus Calendar	Ms. Walden-Turner, Leadership Team	Student Performance	Mini-Assessments, BAT, Student Performance
3	Increase the use of manipulatives and hands-on activities to reinforce mathematics concepts.	Administrators, Ms. Walden-Turner	Math Coach will assist teachers in the creation of centers and small group instruction and ensure activities are implemented.	Math FCAT
4	Front Loading	Ms. Walden-Turner	Math Coach will assist teachers with activities and developmental of lessons.	Math FCAT and BAT
5	Increase enrichment opportunities for students meeting high expectations	Ms. Walden-Turner	Math Coach will assist teachers in assigning and monitoring student progress in enhancement programs.	Monitor students progress on First in Math, Compass Odyssey, FCAT Explorer and project based learning.
6	Increase the usage of technology in Math Instruction.	Ms. Walden-Turner Tech Team	Math Coach and Tech Team will assist teachers with implementing math technology in the classroom.	Monitor progress of Promethean, Nettekter, United Streaming, National Library of Virtual Manipulatives,
7	ESOL students will	Ms. Shivers and Ms.	Teacher observation	BAT and FCAT

participate in AM and/or PM Tutoring	Walden-Turner		
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Based on the 2009 FCAT Mathematics data, 75% of the bottom quartile showed learning gains		81% or more of the bottom quartile will make learning gains on the 2010 Mathematics FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Plan differentiated instruction using evidence-based instruction/ interventions within the mathematics blocks.	Administrators, Ms. Walden-Turner	Math team will analyze results of Mini BAT assessment data every 3 weeks to determine progress. (criteria 80% mastery).	Mini BAT assessments linked to the Next Generation Standards that will be administered weekly.
2	Flexible grouping of students based on data. (Small groups)	Ms. Walden-Turner	Math Coach will assist teacher in determine the flexible grouping of students based on data.	Through remediation, reteach, retesting of students.
3	Before, After, During school tutorial programs.	SES/MLK Camp Administrators, Ms. Walden-Turner	Support Team will record and compare data of students to determine the effectiveness of the program.	Math FCAT

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By May 2010 58% of students in grades 3- 5 will score a level 3 or above on FCAT Math assessment	Implementation of Math Test Specification	Ms. Walden-Turner	September	Lesson Plan, observation and modeling of lesson	Principal; Ms. Walden Turner

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Test prep. Material	accountability	\$10,000.00
		Total: \$10,000.00
Technology		
Description of Resources	Funding Source	Available Amount
First in Math	Accountability	\$1,200.00
		Total: \$1,200.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes	Accountability	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$11,700.00

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		
Results from the 2009 FCAT Science Assessment indicate that 30% 5th grade students a Level 3-5.		By May 2010, 40% of the grade 5 students will score a Level 3 or above on the 2010 FCAT Science SSS Assessment Test.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Utilize hands activities in the Harcourt Science Textbook series in conjunction with Delta Kit	Administration, Ms. Walden-Turner, Ms. Fitzpatrick	5th grade will utilize a lab report template, a science mini-assessments to monitor growth and development, prescriptive teaching and reinforcement.	FCAT Mini-assessments, pre and post tests.
2	Grades K-5 will use Technology during science lessons including FCAT Explorer Science, Odyssey Science, United Streaming, NetTrekker	Ms. Fitzpatrick, Administration, and teachers	5th grade will participate in the district pre and post science test.	FCAT Mini-assessments, pre and post tests.
3	K-5 teachers will use the District Curriculum maps and/or school curriculum to cooperatively plan the science calendar and lessons to guide instruction.	Ms. Fitzpatrick, Ms. Walden-Turner, Administration, and teachers	Monthly Data Chats	FCAT Mini-assessments, pre and post tests.
4	"Science Alive" (grades 3-5) and "Science and me" (grades K-2) will be implemented for instruction and reinforcement.	Administration, Ms. Fitzpatrick, and teachers	5th grade will utilize science mini-assessments to monitor growth and development, prescriptive teaching and reinforcement.	FCAT Mini-assessments, pre and post tests
5	Students will use manipulatives (Delta Kit) hands-on science activities to enhance each science concept	Administration, Ms. Fitzpatrick, Ms. Walden and teachers	Classroom Walk Through	FCAT Mini-assessments, pre and post tests
6	K-5 students will use the scientific process to develop class, group and/or individual science projects based on research in the Media Center and/or classroom. Students will participate in the annual Dr. Martin Luther King Jr. Science Fair.	Administration, Ms. Walden-Turner, Ms. Fitzpatrick and teachers	Classroom Walk Through	FCAT Mini-assessments, pre and post tests

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By May 2010, 40% of the grade 5 students will score a Level 3 or above on the 2010 FCAT Science SSS Assessment Test.	Implementation of Science Specification	Ms. Fitzpatrick and Ms. Walden-Turner	September 2009	Weekly CWT	Administration, Ms. Fitzpatrick, Ms. and Walden-Turner

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Replacement Consumable Materials	Accountability	\$1,500.00
		Total: \$1,500.00
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
Substitutes	Accountability	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,000.00

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		
On the 2009 Administration of the FCAT Writing Test, 71% of the students in 4th grade scored level 3.5 or above in writing.		On the 2010 administration of the FCAT Writing Test, 78% of the 4th grade students will achieve a 3.5 or above.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Teachers will model the writing process and students will use the writing process daily. All writing will be dated, and kept in a notebook, or work folder.	Principal, Ms. Fitzpatrick	Classroom Observation	Writing Prompts
2	Teachers will conference with individual students to provide feedback on ways to improve their writing.	Principal, Ms. Fitzpatrick	students will place their writing notebooks, in a designated basket for the principal to walk through to monitor.	Progress between monthly prompts.
3	3. Students will be provided with opportunities to revise and publish writing. 4. Academic Camps 5. Front Loading (pre writing ideas)	Principal, Ms. Fitzpatrick	Teachers will record their feedback on conference forms.	Progress between monthly prompts.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
On the 2010 administration of the FCAT Writing Test, 78% of the 4th grade students will achieve a 3.5	Teaching how to use the scoring rubric to score student writing. District Trainer	Ms. Fitzpatrick	September 2009	Monthly scored writing prompt	Writing Coach

or above.					
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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
Laptop Carts	Accountability	\$10,000.00
		Total: \$10,000.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Substitutes	Accountability	\$500.00
		Total: \$500.00
Other		
Description of Resources	Funding Source	Available Amount
Saturday Tutoring	Accountability	\$5,000.00
		Total: \$5,000.00
		Final Total: \$15,500.00

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, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
As of June 2009, 57% of parents participated in decisions regarding their children's education as documented by attendance of parent trainings, meetings or conferences		By June 2010, 65 % of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings and conferences.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	By June 2010, 65 % of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings and conferences	Community Liaison,	1. All signed compact returned by parents will be kept on file at the school. Parent Involvement Plan to involve parents in the process of school review and improvement is also included.	Sign In Roster

Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Family participated in FCAT Family Night that Offered writing strategies that they can use to assist their child with preparing for the Florida Writes.		1. Family Night, FCAT Night, Mega Skills, Science Night etc...Monthly/quarterly workshop/seminars will be held to inform parents on various parenting topics.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	2. Parent Resource Mobile is	Staff	1. In addition, students in	Parent/ Guardian

established at the Title I Building to use its resources.	grades K-5 will perform on training nights to encourage parent participation. 2. Parents will assist in developing parent support programs/groups and attend them.	Sign in Roster
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Based on the Needs Assessment, I identify Area(s) for Improvement		Objective Linked to Area of Improvement		
School Advisory Council and School Advisory Forum meetings will be conducted monthly to involve parents in school decisions.		Parents will participate in decision making process and providing addition support to their child.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Parents will be notified through newsletters, Parent Link, flyers and the marquee about the meetings	SAC Chairperson	Parent Participation on SAC committee/ SAF Committee	Through Parental sign up roster

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 2010, 65 % of parents will participate in decisions regarding their children's education as documented by attendance at parent trainings, meetings and conferences.	Mega Skills Training	Chandra Fitzpatrick	October, 2009	Observation of Parents application of strategies	Chandra Fitzpatrick

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Mega Skills	Title I	\$2,000.00
Family Night	Title I	\$1,000.00
		Total: \$3,000.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
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: \$3,000.00

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	Treasures	Textbook	\$10,000.00
Reading	Test Prep. Material	Accountability	\$10,000.00
Mathematics	Test prep. Material	accountability	\$10,000.00
Science	Replacement Consumable Materials	Accountability	\$1,500.00
Parental Involvement	Mega Skills	Title I	\$2,000.00
Parental Involvement	Family Night	Title I	\$1,000.00
			Total: \$34,500.00
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Voyager Technology	Accountability	\$2,000.00
Mathematics	First in Math	Accountability	\$1,200.00
Writing	LAptop Carts	Accountability	\$10,000.00
			Total: \$13,200.00
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Substitute Coverage	Substitute Funds	\$500.00
Reading	CHAMPS Training	Accountability	\$1,000.00
Mathematics	Substitutes	Accountability	\$500.00
Writing	Substitutes	Accountability	\$500.00
Science	Substitutes	Accountability	\$500.00
			Total: \$3,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Saturday Tutoring	Accountability	\$5,000.00
			Total: \$5,000.00
			Final Total: \$55,700.00

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
Incentives for students who display improved behavior	500
Afterschool/Saturday Camp incentives	500
Family night Support	500

Meet /Greet August meeting to fill committee roles as needed.
Overview of SAC membership duties and responsibilities.
September/SAC Review and finalize SIP Plan and vote on use of A+ funds.
Discuss, plan and organize ongoing collaboration of partnerships between stakeholders to connect students with the services they need.
Technology night (training session)
Literacy Night-Out-“Reading With Dad”
Family Literacy Night
Healthy Minds,Healthy Kids (Community based Partners) Non- School Factors that prevent students from achieving their potential.
Gold Dollar Academic Achiever for Underachievers

SAC Members

Members

- 1) Marvis Ward, Principal
- 2) Juliet Williams, SAC Chair
- 3) Karen Kelley, Teacher
- 4) Susan Wilson, Teacher
- 5) Wanda Huff, Teacher
- 6) Cathy Stubbs, Teacher
- 7) Cheyenne Isom, Business Member
- 8) Shaunta Parker, Business Member
- 9) Audrey Sinclair, Parent
- 10) Keisha Alleyne, Parent
- 11) Shirley Sibert, Parent
- 12) Jean Claude Pierre, Parent
- 13) Carmilla Shellman, Parent
- 14) Shavawn Hicks, Parent
- 15) Vonnie Florvilous, Parent
- 16) Sherwood Bright, Parent
- 17) Jessica Shellman, Parent
- 18) Winnie Gager, Parent
- 19) David Wright, Community Member
- 20) Thiesha Cox, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARTIN LUTHER KING ELEMENTARY SCHOOL 1611												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 191 Math: 191		2008-2009 School Grade ¹ : C		Did the School make Adequate Yearly Progress? NO								
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	41	N	44	N	94	93	Y			NA	62	59	N	59	56	N	56	N	49	N		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	42	N	44	N	94	93	Y			NA	62	58	N	59	56	N	56	N	49	N		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	42	N	45	N	94		Y			NA	61	58	N	58	55	N	55	N	50	N		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARTIN LUTHER KING ELEMENTARY SCHOOL 1611												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 227 Math: 227		2007-2008 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO								
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	2007	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	100	Y	100	Y	38	N	41	N	94	Y				NA	62	62	NA	53	59	NA	47	NA	50	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	38	N	41	N	94	Y				NA	62	62	NA	53	59	NA	47	NA	50	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	39	N	42	N	94	94	Y			NA	63	61	NA	51	58	NA	48	NA	51	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward MARTIN LUTHER KING ELEMENTARY SCHOOL 1611												
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 259 Math: 259		2006-2007 School Grade ¹ : D		Did the School make Adequate Yearly Progress? NO								
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	2008	Y/N	2007	Y/N	2007
TOTAL ⁴	100	Y	100	Y	38	N	47	N	92		Y			NA	63	57	NA	47	53	NA	38	NA	48	NA		
WHITE		NA		NA		NA		NA			NA			NA			NA			NA						
BLACK	100	Y	100	Y	38	N	47	N	92		Y			NA	63	57	NA	47	53	NA	37	NA	47	NA		
HISPANIC		NA		NA		NA		NA			NA			NA			NA			NA						
ASIAN		NA		NA		NA		NA			NA			NA			NA			NA						
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA			NA			NA						
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	37	N	49	N	93	94	Y			NA	65	57	NA	50	51	NA	36	NA	50	NA		
ENGLISH LANGUAGE LEARNERS		NA		NA		NA		NA			NA			NA			NA			NA						
STUDENTS WITH DISABILITIES		NA		NA		NA		NA			NA			NA			NA			NA						

SCHOOL GRADE DATA

Broward School District MARTIN LUTHER KING ELEMENTARY SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	45%	48%	71%	30%	194	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	62%	66%			128	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?	52% (YES)	75% (YES)			127	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					449	
Percent Tested = 100%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested

Broward School District MARTIN LUTHER KING ELEMENTARY SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	43%	78%	22%	182	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	53%	57%			110	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?	47% (NO)	69% (YES)			116	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					408	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested

Broward School District MARTIN LUTHER KING ELEMENTARY SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	39%	48%	79%	9%	175	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	54%	56%			110	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	50% (YES)	66% (YES)			116	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					401	
Percent Tested = 100%						Percent of eligible students tested
School Grade					D	Grade based on total points, adequate progress, and % of students tested