



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Grove Park Elementary School

8330 N MILITARY TRL

West Palm Beach, FL 33410

561-904-7700

www.edline.net/pages/grove_park_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 94%

School Grades History

2013-14 B	2012-13 C	2011-12 D	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Grove Park Elementary School

Principal

Eric Gross

School Advisory Council chair

Ron Rago

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Lauren Anderson	Guidance Counselor
Susan Feldman	ESE Contact
Vonda Daniels	Assist Principal
Kim Berryhill	School Psychologist
Eric Gross	Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC is composed of parents, and business/community members widely representative of the ethnic and racial areas served by the school and in accordance with the law. The number of members on the council is variable and is equitably balanced to reflect each shareholder group. SAC shall endeavor to actively recruit members to maintain membership balance in accordance with state statute guidelines. However, failure to do so will not prohibit SAC from operating while this effort continues. The SAC executive board is comprised of the chairperson, vice-chairperson, treasurer, and secretary.

Involvement of the SAC in the development of the SIP

The School Advisory Council is a resource for the school, its teachers and its principal. Its function is to develop a School Improvement Plan that will serve as a framework for school Improvement to oversee and to implement systematic evaluation.

Activities of the SAC for the upcoming school year

The primary function of the School Advisory Council is to provide all shareholders an opportunity to be active participants in the assessment of needs, development of priorities, and identification and use of resources.

Specific functions include the following:

- 1) The development and oversight of the implantation between school and community.
- 2) To enlist, promote, and support greater interaction between school and community.
- 3) To provide input in matters concerning the disbursement of school improvement funds and other monies related to school improvement, and ensure that such expenditures are consistent with the School Improvement Plan.
- 4) The consult with the Leadership Team and the Professional Development Committee when making decisions concerning Educational practices within the school.
- 5) To make decisions based on available data
- 6) To consult with persons or departments impacted by the School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

To provide input in matters concerning the disbursement of school improvement funds and other monies related to school improvement, and ensure that such expenditures are consistent with the School Improvement Plan.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Eric Gross		
Principal	Years as Administrator: 10	Years at Current School: 4
Credentials	BS – Elementary Education, Florida State University; MS – Educational Leadership, Florida Atlantic University; ESOL Endorsement – State of Florida; Principal Certification – State of Florida	
Performance Record	Principal of Grove Park Elementary in 2012-2013 Grade: C, Reading Mastery: 34%, Math Mastery: 42%, Science Mastery: 35%, Writing Mastery 85%, Math Learning Gains: 65%, Reading Learning Gains: 63%, L25 Reading Gains: 62%, L25 Math Gains: 58%, 2011-2012 Grade: D, Reading Mastery: 28%, Math Mastery: 33%, Science Mastery: 27%, Writing Mastery 86%, Math and Reading Learning Gains: 59%, L25 Reading Gains: 67%, L25 Math Gains: 58%, Principal of Lighthouse Elementary in 2009-2010: Grade: A, Reading Mastery: 95%, Math Mastery: 97%, Science Mastery: 91%	

Vonda Daniels		
Asst Principal	Years as Administrator: 7	Years at Current School: 3
Credentials	BS - Elementary Education, University of Central Florida; MS - Educational Leadership, Nova University; ESOL Endorsement - State of Florida; Assistant Principal Certification - state of Florida	
Performance Record	Assistant Principal of Grove Park Elementary in 2012-2013, Grade: C Reading Mastery: 34%, Math Mastery: 42%, Science Mastery: 35%, Writing Mastery 85%, Math Learning Gains: 65%, Reading Learning Gains: 63%, L25 Reading Gains: 62%, L25 Math Gains: 58% 2011-2012. Grade: D, Reading Mastery: 28%, Math Mastery: 33%, Science Mastery: 27%, Writing Mastery 86%, Math and Reading Learning Gains: 59%, L25 Reading Gains: 67%, L25 Math Gains: 58%	

Instructional Coaches

# of instructional coaches	2
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Mary Pumphrey		
Full-time / School-based	Years as Coach: 17	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	BS - Elementary Education - state of Nebraska MS - Administration/Supervision - state of Florida	
Performance Record	Reading coach of Grove Park Elementary in 2012-2013. Grade C, Reading Mastery: 34%, Math Mastery: 42%, Science Mastery: 35%, Writing Mastery 85%, Math Learning Gains 65%, Reading Learning Gains: 63%, L25 Reading Gains: 62%, L25 Math Gains: 58%. 2011-2012. Grade: D, Reading Mastery: 28%, Math Mastery: 33%, Science Mastery: 27%, Writing Mastery 86%, Math and Reading Learning Gains: 59%, L25 Reading Gains: 67%, L25 Math Gains: 58%,	

Susan Heckman		
Full-time / School-based	Years as Coach: 2	Years at Current School: 2
Areas	[none selected]	
Credentials	Bachelor's degree in Elementary Education from Loyola Univ. of Chicago (K-6) ESOL endorsement (K-12) Educational Media Specialist	
Performance Record	Reading coach of Grove Park Elementary in 2012-2013. Grade C, Reading Mastery: 34%, Math Mastery: 42%, Science Mastery: 35%, Writing Mastery 85%, Math Learning Gains 65%, Reading Learning Gains: 63%, L25 Reading Gains: 62%, L25 Math Gains: 58%. 2011-2012. Grade: D, Reading Mastery: 28%, Math Mastery: 33%, Science Mastery: 27%, Writing Mastery 86%, Math and Reading Learning Gains: 59%, L25 Reading Gains: 67%, L25 Math Gains: 58%,	

Classroom Teachers

# of classroom teachers	61
# receiving effective rating or higher	61, 100%
# Highly Qualified Teachers	98%
# certified in-field	61, 100%
# ESOL endorsed	29, 48%

reading endorsed

6, 10%

with advanced degrees

20, 33%

National Board Certified

2, 3%

first-year teachers

6, 10%

with 1-5 years of experience

24, 39%

with 6-14 years of experience

14, 23%

with 15 or more years of experience

17, 28%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

2, 50%

Other Instructional Personnel

of instructional personnel not captured in the sections above

4

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. "Mentors" are assigned to all new teachers to the campus to answer all procedural questions or questions that may arise with the school and District throughout the year
2. Monthly meetings for beginning teachers and new teachers to school or District targeting areas such as time management, classroom management, parent conferencing, continuous assessment, available data, etc.
3. Recruiting highly qualified teachers at the annual District job fair

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Grove Park Elementary's mentor program supports mentees with balanced literacy, core subject areas, procedures, and "best practices" through modeling, peer observations, feedback and bi-weekly meetings.

The mentor and mentee will meet bi-weekly in a professional learning community to discuss evidence-based strategies for each domain. Once a month the mentor is given release time to observe the mentee. Time is given for feedback, coaching and planning. Each subject area coach will model lessons using best practice strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Principal will provide a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. The role of the RtI Facilitator will be to assist in designing and implementation of progress monitoring, collection and analysis of data, assist in development of intervention plans, implementation of Tier 3 interventions and provide professional development and technical assistance as needed.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RtI Team met with the School Advisory Council (SAC) members and administration to assist in the development of the SIP. Utilizing the previous year's data, information on Tier 1, Tier 2 and Tier 3 targets. Deficient areas will be discussed. The areas discussed will include FCAT lowest 25%, AYP Subgroups, Strengths and weaknesses of intensive programs, mentoring and tutorials.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The team will meet regularly to review the following: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will use the Problem Solving Model to conduct all meetings. The Team will identify the problem, analyze the problem, design an intervention and implement and evaluate the effectiveness of the intervention. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing capacity, and making decisions about implementation

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Florida Comprehensive Assessment Test (FCAT), Curriculum Based Measurement, Florida Assessment for Instruction in Reading (FAIR), Palm Beach County Fall Diagnostics, Reading

Running Records, Palm Beach Writes, K-4 Literacy Assessment System, Diagnostic Assessment for Reading (DAR), Progress Monitoring and Reporting Network (PMRN), Comprehensive English Language Learning Assessment (CELLA),
Office Discipline Referrals, Retentions, Absences
Midyear data: Florida Assessment for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR)
Palm Beach County Winter Diagnostics, Reading Running Records, Palm Beach Writes, Progress Monitoring and Reporting Network (PMRN), K-4 Literacy Assessment System,
End of year data: Florida Assessment for Instruction in Reading (FAIR), Florida Comprehensive Assessment Test (FCAT), FCAT Writes, Reading Running Records, K-4 Literacy Assessment System, ACT/SAT/CPT

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during faculty meetings and in small sessions on-going throughout the year. The first training, an overview of the process at Grove Park will occur in early September. After that, grade levels will continue the training throughout September and October with a look at how the research based interventions are implemented in the classroom and how to interpret the data collected.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year: 10,800

Every student will be enrolled at Grove Park Elementary School with 60 minutes of additional time to teach students specific instruction in the core subject area of Reading.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through Reading Running Records, Pupil Progression meetings, Reading Diagnostic exams, unit assessments, mini-benchmark assessments, and websites such as EDW, and Imagine Learning. This data is analyzed during learning team meetings to determine students' effectiveness in reading strategies.

Who is responsible for monitoring implementation of this strategy?

Administration, and classroom teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Eric Gross	Principal
Vonda Daniels	Assistant Principal
Mary Pumphrey	Reading Coach
Susan Heckman	Math Coach
Susan Feldman	ESE Contact
Anna Lookadoo	SAI teacher

How the school-based LLT functions

LLT will meet weekly to discuss the implementation of SIP strategies, will identify needs following school wide, grade-wide assessments (diagnostics and K-4 assessments and Palm Beach Writes) and strategize to meet the needs of sub groups not meeting AYP standards in reading. The function of the LLT at Grove Park Elementary is to create a shared literacy vision that is clear and shaped by the school's data. The team will work to determine the vision and implement a plan, where each team member will bring specific expertise to building the culture of literacy in the school. The team will also build in time and opportunities for professional development for all stakeholders.

Major initiatives of the LLT

Develop a more rigorous instructional focus calendar in grades K-5. Increasing knowledge of anchor chart scoring rubrics and using Test Specs in 3-5; Develop the teachers' guided reading practices to meet the needs of struggling readers.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Grade level Learning Team Meetings are held weekly to allow the teachers and the administrators to review, develop strategies and create a plan of action for grade level and individual classes. Individual students' needs are addressed through Pupil Progression Meetings, School Based Team Meetings and Child Study Team Meetings. During this time, the team of educators, including core teacher (s) review the individual students data and determine the best plan of action needed to address the student's strengths and weaknesses. In addition to monitoring of the plan, each teacher has been trained in the Balanced Literacy Approach through programs such as Fountas and Pinnell Reading Running Records and Daily Five Approach to ensure effective instruction and implementation of best practice strategies.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

The Parent Liaison and Guidance Counselor visit the local day cares and pre-school programs to distribute flyers and invitations to the Kindergarten Roundup and Registration. In January 2014, the principal will invite representatives from local daycare centers to discuss school readiness for students entering Kindergarten in the fall. Pre-K students and their parents will be invited to a special "Open House" in the month of May each year. At the end of the school year, a flyer is sent out to announce our "Kindergarten Roundup". This event is held to register prospective kindergarten students and to inform parents of the importance of school readiness, and to provide parents with strategies to assist their child(ren) over the summer. In addition to the flyer, this information is included in the school's newsletter,

and on the school's marquee. An additional "Kindergarten Roundup" will be held in July 2014 which will include an Immunization Mobile Unit to provide required immunizations for entering school. Students enrolled in kindergarten are administered the ECHOS assessment to determine school readiness. The results of this assessment is a good indicator of the effectiveness of this plan when comparing data of the students who were enrolled in the preschool program versus those students who were enrolled in other preschool programs, or those who did not receive any preschool experience.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

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

NA

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

NA

Strategies for improving student readiness for the public postsecondary level

NA

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	34%	No	45%
American Indian				
Asian				
Black/African American	34%	29%	No	41%
Hispanic	46%	47%	Yes	51%
White	65%	55%	No	69%
English language learners	38%	35%	No	44%
Students with disabilities	28%	25%	No	36%
Economically disadvantaged	38%	33%	No	45%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	55	19%	30%
Students scoring at or above Achievement Level 4	34	12%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	12	100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	186	63%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	30	62%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	63	44%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	22%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	27	19%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	79	84%	90%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4		<i>[data excluded for privacy reasons]</i>	100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	38%	42%	Yes	44%
American Indian				
Asian				
Black/African American	35%	35%	Yes	42%
Hispanic	42%	60%	Yes	48%
White	48%	45%	No	53%
English language learners	33%	49%	Yes	40%
Students with disabilities	24%	32%	Yes	32%
Economically disadvantaged	38%	42%	Yes	44%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	24%	35%
Students scoring at or above Achievement Level 4	43	15%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	12	100%	100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	192	65%	75%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	28	58%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	[data excluded for privacy reasons]		0%
Middle school performance on high school EOC and industry certifications	[data excluded for privacy reasons]		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	21	26%	36%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	[data excluded for privacy reasons]		0%
Students scoring at or above Achievement Level 4	[data excluded for privacy reasons]		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		100
Participation in STEM-related experiences provided for students	0	0%	100%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	0	0%	0%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	40	6%	3%
Students retained, pursuant to s. 1008.25, F.S.	40	6%	3%
Students who are not proficient in reading by third grade	86	73%	60%
Students who receive two or more behavior referrals	122	17%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	87	12%	5%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Grove Park Elementary School will continue to develop a Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115 (c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. 6314(b).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By June 2013, the parent involvement percentage will increase by 10%		10%	20%

Area 10: Additional Targets

Additional targets for the school

Grove Park Elementary School will infuse content required by F.S. 1003.42(2) and S.B. policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to: history of the Holocaust, history of Africans and African Americans, Hispanic contributions, women's contributions and sacrifices of veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All students at Grove Park Elementary School will be exposed to the infused content as required by F.S. 1003.42(2) and S.B. policy 2.09(8)(b)	668	100%	100%

Goals Summary

- G1.** Grove Park Elementary will increase the writing proficiency of its students scoring at or above level 3.5 from 84% to 90% as measured by the FCAT 2.0 assessment.
- G2.** Grove Park Elementary will raise the mathematics proficiency of its Black/African American students from 35% to 42% as measured on the FCAT 2.0 assessment.
- G3.** Grove Park Elementary will raise the reading proficiency of its Black/African American students from 29% to 41% as measured on the FCAT 2.0 assessment.

Goals Detail

G1. Grove Park Elementary will increase the writing proficiency of its students scoring at or above level 3.5 from 84% to 90% as measured by the FCAT 2.0 assessment.

Targets Supported

- Writing

Resources Available to Support the Goal

- writing journals, area provided professional development, Top Score Writing Consultant,

Targeted Barriers to Achieving the Goal

- New teachers to 4th grade may lack in-depth knowledge of writing instruction. Teachers' depth of knowledge to create a rigorous focus calendar.

Plan to Monitor Progress Toward the Goal

writing journals, Palm Beach Writes

Person or Persons Responsible

administration, consulting firm

Target Dates or Schedule:

monthly

Evidence of Completion:

data analysis in learning team meetings and from consulting firm.

G2. Grove Park Elementary will raise the mathematics proficiency of its Black/African American students from 35% to 42% as measured on the FCAT 2.0 assessment.

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Everyday Counts kits, Mathematics lab run by a mathematics tutor, Saturday tutorial, teacher professional development, mentor texts, mathematics coach,

Targeted Barriers to Achieving the Goal

- Lack of vocabulary development, lack of endurance to complete assignments, the fidelity of implementation of the FCIM model, student lack of prior knowledge and real world experiences, students lack of basic math skills

Plan to Monitor Progress Toward the Goal

classroom walkthroughs, lesson plans, mini-benchmark assessment results

Person or Persons Responsible

administration

Target Dates or Schedule:

weekly

Evidence of Completion:

mini-benchmark assessment data

G3. Grove Park Elementary will raise the reading proficiency of its Black/African American students from 29% to 41% as measured on the FCAT 2.0 assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Reading A-Z, LLI kits, FCAT Coach & Focus workbooks, in-school reading tutorial, Saturday Tutorial, small group instruction through Literacy teachers & reading coach, Imagine Learning, RiverDeep, extended reading hour, Reading Counts.

Targeted Barriers to Achieving the Goal

- 81% of students in 4th & 5th grades are beginning FY14 below level 3 in reading according to FY13 FCAT. Lack of comprehension skills, vocabulary awareness and reading endurance are barriers. Parent involvement and language barriers can hinder progress as well.
- Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation. Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier.

Plan to Monitor Progress Toward the Goal

students will show continued growth in reading

Person or Persons Responsible

administration

Target Dates or Schedule:

weekly

Evidence of Completion:

through LTM meetings, pupil progression meetings, and continued student tracking of assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Grove Park Elementary will increase the writing proficiency of its students scoring at or above level 3.5 from 84% to 90% as measured by the FCAT 2.0 assessment.

G1.B1 New teachers to 4th grade may lack in-depth knowledge of writing instruction. Teachers' depth of knowledge to create a rigorous focus calendar.

G1.B1.S1 Teachers will receive on-going professional development in providing explicit instruction of the writing process. Hire a consultant to provide assistance in scoring and analyzing data for teachers to develop a more rigorous writing curriculum

Action Step 1

Hire Top Score Writing Consultant to score & analyze student writing samples. Attend area provided professional development workshops.

Person or Persons Responsible

4th grade writing teachers

Target Dates or Schedule

monthly

Evidence of Completion

workshop attendance sheets, data analysis reports from consultant

Facilitator:

Area support staff

Participants:

writing teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

writing journals, Palm Beach Writes

Person or Persons Responsible

administration

Target Dates or Schedule

monthly

Evidence of Completion

data analysis during weekly learning team meetings

Plan to Monitor Effectiveness of G1.B1.S1

writing journals, Palm Beach Writes

Person or Persons Responsible

administration, Top Score writing consultant

Target Dates or Schedule

monthly

Evidence of Completion

data analysis from consulting firm, and through weekly learning team meetings

G2. Grove Park Elementary will raise the mathematics proficiency of its Black/African American students from 35% to 42% as measured on the FCAT 2.0 assessment.

G2.B1 Lack of vocabulary development, lack of endurance to complete assignments, the fidelity of implementation of the FCIM model, student lack of prior knowledge and real world experiences, students lack of basic math skills

G2.B1.S1 offer a Saturday tutorial program, offer a math lab as a fine arts class,

Action Step 1

analyze data to identify students in need of mathematics tutoring. produce flyers and get parent permission

Person or Persons Responsible

administration, tutorial teachers

Target Dates or Schedule

Every week on Saturday

Evidence of Completion

attendance sheets, teacher sign-in sheets, benchmark mini-assessments

Plan to Monitor Fidelity of Implementation of G2.B1.S1

classroom walkthroughs, lesson plans, mini-benchmark assessment results

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

mini-benchmark assessment data

Plan to Monitor Effectiveness of G2.B1.S1

classroom walkthroughs, lesson plans, mini-benchmark assessment results

Person or Persons Responsible

administration

Target Dates or Schedule

weekly

Evidence of Completion

mini-benchmark assessment data

G2.B1.S2 The scope & sequence of the Curriculum frameworks will be used as the primary focus of lessons. Professional development through area staff members will be offered to math coaches and math teachers.

Action Step 1

Schedule training opportunities for classroom teachers. Review data through embedded benchmark assessments

Person or Persons Responsible

administration, math coach, area support staff

Target Dates or Schedule

weekly

Evidence of Completion

embedded assessments, workshop sign-in sheets, school-made focus lesson tests

Facilitator:

area support staff

Participants:

math teachers and coaches

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Learning Team Meetings, lesson plans, classroom walkthroughs

Person or Persons Responsible

administration, math coach

Target Dates or Schedule

weekly

Evidence of Completion

embedded assessment results, lesson plans, focus calendar

Plan to Monitor Effectiveness of G2.B1.S2

lesson plans, classroom walkthroughs, embedded assessment results, learning team meetings

Person or Persons Responsible

administration, math coach

Target Dates or Schedule

weekly

Evidence of Completion

embedded assessment data, lesson plans

G3. Grove Park Elementary will raise the reading proficiency of its Black/African American students from 29% to 41% as measured on the FCAT 2.0 assessment.

G3.B1 81% of students in 4th & 5th grades are beginning FY14 below level 3 in reading according to FY13 FCAT. Lack of comprehension skills, vocabulary awareness and reading endurance are barriers. Parent involvement and language barriers can hinder progress as well.

G3.B1.S1 In school and Saturday tutoring programs based on student performance levels, extended hour of intensive reading beyond the 90 minute reading block, Leveled Literacy Interventions, immediate intensive intervention strategies, prescribed small group instruction during guided reading classes.

Action Step 1

Differentiate reading instruction

Person or Persons Responsible

classroom and resource teachers.

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans of LLI groups, iii groups, and small group instruction

Facilitator:

District and Area specialists and reading coach

Participants:

All reading teachers

Action Step 2

Saturday Tutorial Program

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule

Every Saturday from January 2014 through March 2014

Evidence of Completion

Student attendance sheets, teacher sign-in sheets, lesson plans, assessments

Plan to Monitor Fidelity of Implementation of G3.B1.S1

students will show continued growth in reading

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly basis

Evidence of Completion

Lesson plans, walkthroughs, benchmark assessments, pupil progression meetings,

Plan to Monitor Effectiveness of G3.B1.S1

students will show continued growth in reading

Person or Persons Responsible

Administration

Target Dates or Schedule

weekly

Evidence of Completion

attendance at learning team meetings, data analysis of student performance

G3.B2 Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation. Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier.

G3.B2.S1 Teachers will attend training in LLI, iii, lab studies of the different components of balanced literacy, Daily 5, as they pertain to the Reader's workshop model that is supported by Palm Beach County.

Action Step 1

Professional development for all reading teachers will be attended by classroom teachers and reinforced by classroom instruction

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

weekly

Evidence of Completion

scheduled training and participation in workshops, as well as lesson plans reflecting instruction and observation of lessons

Facilitator:

Reading coach and reading resource teachers

Participants:

all reading teachers

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Lesson plans and classroom observations

Person or Persons Responsible

administration

Target Dates or Schedule

bi-weekly basis

Evidence of Completion

Reading Running Records, school-based focus assessments, diagnostic scores

Plan to Monitor Effectiveness of G3.B2.S1

Lesson plans and classroom observations

Person or Persons Responsible

administration

Target Dates or Schedule

bi-weekly basis

Evidence of Completion

Reading Running Records, school-based focus assessments, diagnostic scores

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A - Grove Park Elementary will utilize Title I funding to support in-school and Saturday tutorial programs, purchase instructional materials and assessments, and to purchase instructional coaching positions in reading, mathematics, and science as well as parent involvement related activities.

Title I, Part C - Migrant - Support services are provided by District personnel

Title II - Services are provided through the district to improve the education of English Language Learners by providing educational materials and support services. Through the after-school program and summer school program, students needing additional remediation are provided that opportunity. Through the coordination with Title II and Title III funds staff development needs are met through the district.

Title III - Programs and professional development provided by Safe Schools - Single School Culture, Academic, Behavior and Climate programs, Bullying prevention, Character Education, District Academic Coaches. Through the after-school program and summer school program, students needing additional remediation are provided that opportunity. Through the coordination with Title II and Title III funds staff development needs are met through the district.

Title X - Homeless - District Homeless Social Worker provides resources such as school supplies, food, and clothing for students identified as homeless under the McKinney-Vento Act to help break down barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) - Funds will provide a teacher to work with students providing in-school and extended day support for struggling readers in grades 2-5.

Violence Prevention Programs - District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity.

Nutrition Programs - Through the district coordination of funds 100% of our students are provided free breakfast.

Required instruction listed in FL Statute 1003.42(2), as applicable to appropriate grade levels.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Grove Park Elementary will increase the writing proficiency of its students scoring at or above level 3.5 from 84% to 90% as measured by the FCAT 2.0 assessment.

G1.B1 New teachers to 4th grade may lack in-depth knowledge of writing instruction. Teachers' depth of knowledge to create a rigorous focus calendar.

G1.B1.S1 Teachers will receive on-going professional development in providing explicit instruction of the writing process. Hire a consultant to provide assistance in scoring and analyzing data for teachers to develop a more rigorous writing curriculum

PD Opportunity 1

Hire Top Score Writing Consultant to score & analyze student writing samples. Attend area provided professional development workshops.

Facilitator

Area support staff

Participants

writing teachers

Target Dates or Schedule

monthly

Evidence of Completion

workshop attendance sheets, data analysis reports from consultant

G2. Grove Park Elementary will raise the mathematics proficiency of its Black/African American students from 35% to 42% as measured on the FCAT 2.0 assessment.

G2.B1 Lack of vocabulary development, lack of endurance to complete assignments, the fidelity of implementation of the FCIM model, student lack of prior knowledge and real world experiences, students lack of basic math skills

G2.B1.S2 The scope & sequence of the Curriculum frameworks will be used as the primary focus of lessons. Professional development through area staff members will be offered to math coaches and math teachers.

PD Opportunity 1

Schedule training opportunities for classroom teachers. Review data through embedded benchmark assessments

Facilitator

area support staff

Participants

math teachers and coaches

Target Dates or Schedule

weekly

Evidence of Completion

embedded assessments, workshop sign-in sheets, school-made focus lesson tests

G3. Grove Park Elementary will raise the reading proficiency of its Black/African American students from 29% to 41% as measured on the FCAT 2.0 assessment.

G3.B1 81% of students in 4th & 5th grades are beginning FY14 below level 3 in reading according to FY13 FCAT. Lack of comprehension skills, vocabulary awareness and reading endurance are barriers. Parent involvement and language barriers can hinder progress as well.

G3.B1.S1 In school and Saturday tutoring programs based on student performance levels, extended hour of intensive reading beyond the 90 minute reading block, Leveled Literacy Interventions, immediate intensive intervention strategies, prescribed small group instruction during guided reading classes.

PD Opportunity 1

Differentiate reading instruction

Facilitator

District and Area specialists and reading coach

Participants

All reading teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson plans of LLI groups, iii groups, and small group instruction

G3.B2 Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation. Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier.

G3.B2.S1 Teachers will attend training in LLI, iii, lab studies of the different components of balanced literacy, Daily 5, as they pertain to the Reader's workshop model that is supported by Palm Beach County.

PD Opportunity 1

Professional development for all reading teachers will be attended by classroom teachers and reinforced by classroom instruction

Facilitator

Reading coach and reading resource teachers

Participants

all reading teachers

Target Dates or Schedule

weekly

Evidence of Completion

scheduled training and participation in workshops, as well as lesson plans reflecting instruction and observation of lessons

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Grove Park Elementary will increase the writing proficiency of its students scoring at or above level 3.5 from 84% to 90% as measured by the FCAT 2.0 assessment.	\$7,366
G2.	Grove Park Elementary will raise the mathematics proficiency of its Black/African American students from 35% to 42% as measured on the FCAT 2.0 assessment.	\$96,908
G3.	Grove Park Elementary will raise the reading proficiency of its Black/African American students from 29% to 41% as measured on the FCAT 2.0 assessment.	\$122,127
Total		\$226,401

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Evidence-Based Program	Personnel	Total
Title 1	\$144,046		\$74,949	\$219,035
Title I	\$7,366		\$0	\$7,366
Total	\$151,412	\$40	\$74,949	\$226,401

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Grove Park Elementary will increase the writing proficiency of its students scoring at or above level 3.5 from 84% to 90% as measured by the FCAT 2.0 assessment.

G1.B1 New teachers to 4th grade may lack in-depth knowledge of writing instruction. Teachers' depth of knowledge to create a rigorous focus calendar.

G1.B1.S1 Teachers will receive on-going professional development in providing explicit instruction of the writing process. Hire a consultant to provide assistance in scoring and analyzing data for teachers to develop a more rigorous writing curriculum

Action Step 1

Hire Top Score Writing Consultant to score & analyze student writing samples. Attend area provided professional development workshops.

Resource Type

Other

Resource

Hiring Writing Consultant to score and analyze student writing samples, supplies needed include paper, pencils, writing journals, post-it notes, folders, binders, hire writing tutors for in-school tutoring and toner.

Funding Source

Title !

Amount Needed

\$7,366

G2. Grove Park Elementary will raise the mathematics proficiency of its Black/African American students from 35% to 42% as measured on the FCAT 2.0 assessment.

G2.B1 Lack of vocabulary development, lack of endurance to complete assignments, the fidelity of implementation of the FCIM model, student lack of prior knowledge and real world experiences, students lack of basic math skills

G2.B1.S1 offer a Saturday tutorial program, offer a math lab as a fine arts class,

Action Step 1

analyze data to identify students in need of mathematics tutoring. produce flyers and get parent permission

Resource Type

Other

Resource

Hire a math lab tutor, hire Saturday School tutors, FCAT Coach workbooks, paper, pencils, toner, and manipulatives,

Funding Source

Title 1

Amount Needed

\$26,325

G2.B1.S2 The scope & sequence of the Curriculum frameworks will be used as the primary focus of lessons. Professional development through area staff members will be offered to math coaches and math teachers.

Action Step 1

Schedule training opportunities for classroom teachers. Review data through embedded benchmark assessments

Resource Type

Personnel

Resource

Hire a mathematics coach

Funding Source

Title 1

Amount Needed

\$70,583

G3. Grove Park Elementary will raise the reading proficiency of its Black/African American students from 29% to 41% as measured on the FCAT 2.0 assessment.

G3.B1 81% of students in 4th & 5th grades are beginning FY14 below level 3 in reading according to FY13 FCAT. Lack of comprehension skills, vocabulary awareness and reading endurance are barriers. Parent involvement and language barriers can hinder progress as well.

G3.B1.S1 In school and Saturday tutoring programs based on student performance levels, extended hour of intensive reading beyond the 90 minute reading block, Leveled Literacy Interventions, immediate intensive intervention strategies, prescribed small group instruction during guided reading classes.

Action Step 1

Differentiate reading instruction

Resource Type

Other

Resource

hiring in-school reading tutors, paper, ink, headphones, On-line book subscriptions, Learning A-Z software program, FCAT focus workbooks, LLI kits, Imagine Learning software,

Funding Source

Title 1

Amount Needed

\$117,721

Action Step 2

Saturday Tutorial Program

Resource Type

Personnel

Resource

Hire Saturday school tutors.

Funding Source

Title 1

Amount Needed

\$4,366

G3.B2 Teachers need to have a clear understanding of the Fountas and Pinnell assessment in order to maintain efficacy of implementation. Ensuring teachers can effectively translate best theories of teaching into best practices of teaching can be a barrier.

G3.B2.S1 Teachers will attend training in LLI, iii, lab studies of the different components of balanced literacy, Daily 5, as they pertain to the Reader's workshop model that is supported by Palm Beach County.

Action Step 1

Professional development for all reading teachers will be attended by classroom teachers and reinforced by classroom instruction

Resource Type

Evidence-Based Program

Resource

send teachers to the Language & Culture Conference, literacy roll out workshop, LLI training,

Funding Source

Title 1

Amount Needed

\$40