2013-2014 SCHOOL IMPROVEMENT PLAN

Forest Park Elementary School

1201 SW 3RD ST
Boynton Beach, FL 33435
561-292-6900
www.edline.net/pages/forest_park_es

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	94%

Alternative/ESE Center	Charter School	Minority Rate
No	No	90%

School Grades History

2013-14	2012-13	2011-12	2010-11
C	D	C	C

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.

Table of Contents

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

Forest Park Elementary School

Principal

Suzanne Matuella

School Advisory Council chair

Gloriamarie Salazar

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

Name	Title
Laura Orlove	Literacy Coach
Susan McGill	Reading Resource Teacher
Gloriamarie Salazar	Math Coach
Paula Lester	ELL Coordinator
Karen Lubin	ESE/RTI Coordinator
Simone Green	IB Coordinator
Jessy St. Cloud	ELL Guidance Counselor
Sonia Garcia	Guidance Counselor
Deborah Adkins	Learning Team Facilitator
Pamela Buckman	Assistant 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

Gloriamarie Salazar-Chair
Paula Lester-Co-Chair
Jessica Cornielle-Secretary
Karen Lubin- Parent/School Board Emloyee
Mr. Rene - Parent
Victoria Jean- Parent

Representative from PNC Bank-Community
Mr Glickman Boca Museum of Art- Community

Involvement of the SAC in the development of the SIP

The School Improvement Plan will be presented to the School Advisory Council for input. Participants will halve an opportunity to review and offer suggestions for improvement based on the needs of the school.

Activities of the SAC for the upcoming school year

SAC will work to create a marketing plan, analyze data of current programs to determine the effectiveness of the programs and assist with creating a plan to increase parent participation. The committee will also vote on the use of School Improvement funds to increase student achievement.

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

LLI Kits 4,000.00
Attend Reader's and Writer's Workshop Training 3000.00
First in Math 1463.00
Technology(replacement of system batteries)

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

Not In Compliance

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

We are in need from more support from business partners and parents that are not school board employees. As of tight now we are 50% Teachers/Employees and 50% Business partners/Parents. We asked each non employee member to invite a friend. We will also be advertising for SAC at all of our extra-curricular nights.

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:

Suzanne Matuella		
Principal	Years as Administrator: 11	Years at Current School: 3

Credentials	BS Elementary Education MA Educational Leadership ESOL Endorsement
Performance Record	For the SY13, Forest Park earned a rating of a D. During the FY2012 learning gains dropped in reading by 14% and math 27% in grades 3-5. In the area of L25 students, there was a decrease in reading by 28% and math 32%. In the area of Writing, students scoring a 3.5 or above increased by 14% as compared to the previous year's proficiency and Science proficiency increased by 4%. FPES earned a C in the SY12 There was an increase in Writing Proficiency of about 7%. There was an increase in learning gains in reading of about 9%, math about 14%. There was also an increase in our students' gains at the lowest 25%, in reading it was about 10% and in math it was about 20%. Forest Park earned a C in the SY 11. There was an increase in Writing Proficiency by 14 Points and in Science by 22 points. No AYP subgroups met AYP. While Principal at Pioneer Park, the school continued with a school grade of a "D." They made a six point improvement in the Lowest 25% in Reading, surpassing the requirement for the Improvement Flexibility Rule. They had significant increases in Learning Gains in Reading and Learning Gains in Math. Suzanne Matuella, Principal of Pioneer Park in Dec. 2008-Present. Pioneer Park-Grade D Reading Mastery: 56%, Math Mastery: 53%, Science Mastery: 25%, No subgroups made AYP. Prior to Dec. 2008, Ms. Matuella was Assistant Principal at Forest Park Elementary School. They received a C grade since FY2004. Forest Park Elementary has not made AYP.

Pamela M. Buckman		
Asst Principal	Years as Administrator: 5	Years at Current School: 5

Credentials	BA Elementary Education MA Educational Leadership VE K-12 Certification
Performance Record	For the FY13, Forest Park earned a rating of a D. During the FY 2012 learning gains dropped in reading by 14% and math 27% in grades 3-5. In the area of Lowest 25%students, there was a decrease in reading by 28% and math 32%. In the area of Writing, students scoring a 3.5 or above increased by 14% as compared to the previous year's proficiency and Science proficiency increased by 4%. Forest Park Elemetary earned a D grade during FY 13. Forest Park earned a C grade during the SY2011 which was a decrease from the previous year. In writing, there was a 14 point increase and in Science an increase of 22 points. No subgroups met AYP.Forest Park earned a B grade in SY2010 which improved from a grade of D in FY2009. During FY2010, learning gains increased 23% and number of students in the lowest 25% increased to 63% in the area of reading. Prior to FY2009, the school had earned a C grade since FY2004. In FY2009, Mrs. Buckman was a specialist on assignment at JFK. JFK Middle earned the grade of a C in FY2009 and prior to that, the school was a D. In reading FY2009. High standards: 35%Reading gains: 62%; Lowest 25% Reading gains; 76% J.F. Kennedy did not make AYP, although the percent of criteria met increased to 90%.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Laura Orlove		
Full-time / School-based	Years as Coach: 3	Years at Current School: 4

Areas	Reading/Literacy
Credentials	BS in Early Childhood Education(Pre-k-3) BS in Specific Learning Disabilities (K-12) MS in Reading with certification as a consultant (K-12) National Board Certification in Early Childhood Gifted endorsement ESOL endorsement
Performance Record	For the SY13, Forest Park earned a rating of a D. During the FY2012 learning gains dropped in reading by 14% and in the area of L25 students, there was a decrease in reading by 28%. In the area of Writing, students scoring a 3.5 or above increased by 14% as compared to the previous year's proficiency and Science proficiency increased by 4%. Forest Park earned a C in the SY12 There was an increase in Writing Proficiency of about 7%. There was an increase in learning gains in reading of about 9%, math about 14%. There was also an increase in our students' gains at the lowest 25%, in reading it was about 10% and in math it was about 20%. Forest Park earned a C in the SY 11. There was an increase in Writing Proficiency by 14 Points and in Science by 22 points. No AYP subgroups met AYP. Prior School: Morikami Park Elementary School Grade A Made AYP From 2001-2010

Gloriamarie Salazar		
Full-time / School-based	Years as Coach: 3	Years at Current School: 4

Areas	Mathematics
Credentials	BS Elementary Education ESOL Endorsement
Performance Record	For the SY13, Forest Park earned a rating of a D. During the FY2012 learning gains dropped in math 27% in grades 3-5. In the area of L25 students, there was a decrease in math 32%. Grade 5 had the largest drop in proficiency with 15% loss in students scoring at or above a level 3. Forest Park earned a C in the SY12 There was an increase in Writing Proficiency of about 7%. There was an increase in learning gains in reading of about 9%, math about 14%. There was also an increase in our students' gains at the lowest 25%, in reading it was about 10% and in math it was about 20%. Forest Park earned a C in the SY 11. There was an increase in Writing Proficiency by 14 Points and in Science by 22 points. No AYP subgroups met AYP. Ms. Salazar has been a third grade teacher at Forest Park for one year.During the FY2011 school year a high percent of her students proved proficient in Math scoring a 3 or above on the FCAT. Previous to being a teacher at Forest Park, Ms.Salazar taught Third Grade for 3 years And 1 year teaching both second and third grade concentrating onl in Math and Science at Forest Park Elementary.

Classroom Teachers

# of classroom teachers
33

 # receiving effective rating or higher
33, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
33, 100%

 # ESOL endorsed
19, 58%

 # reading endorsed
6, 18%

 # with advanced degrees
9, 27%

 # National Board Certified

0, 0%

 # first-year teachers

5, 15%

 # with 1-5 years of experience

18, 55%

 # with 6-14 years of experience

5, 15%

 # with 15 or more years of experience

5, 15%

Education Paraprofessionals

# of paraprofessionals

1

 # Highly Qualified

1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

13

 # receiving effective rating or higher

13, 100%

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. Hire highly qualified teachers.- Principal
2. Partner new teachers with mentor staff- Assistant Principal
3. Solicit referrals from IB organization- IB Coordinator
4. Work with Area recruitment specialist to recruit new staff- Principal
5. Participate in District Job Fairs- Principal

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

A plan has been developed to support beginning teachers and teachers new to Forest park. Activities include but are not limited to:
Completing the District Educator Support program (ESP)
Modeling lesson delivery by both Reading and Math coach as needed
Allow opportunities to observe in other classrooms
Meet at least monthly as a group or 1:1 to discuss effective teaching strategies, management and or organizational skills.

Participate in district and school based professional development.
In addition, beginning teachers and teachers new to Forest Park were provided a notebook with school procedures, ESP handbook, School Calendar which includes ESP due dates and meetings. Beginning teachers and teachers new to Forest Park were provided a mentor teacher who has been Clin Ed certified and is not part of the mentees grade level. The mentee was also provided a "buddy" teacher. The buddy teacher is not on the mentees grade level and completed the ESP process during the 2013-2013 school year.

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

Teachers met with Administration, RTI Coordinator, ESOL Coordinator, Reading Coach and Reading Resource teacher to review and discuss expectations for the daily schedule to include an uninterrupted 90 minute Reading Block where Balanced Literacy (Shared Reading, Interactive Read Aloud, Guided/Strategy groups, Oral language, iii time, etc) is evident. Administrators monitor the fidelity Tier 1, 2 and 3 instruction daily through the utilization of iobservation (Classroom Walkthroughs, Formal and informal observations). Coaches monitor Tier 1, 2 and 3 instruction through classroom Walkthroughs, weekly planning with subject areas and the implementation of the coaching model. Administration, RTI Coordinator and members of the School Based Team (SBT) monitor student progress using the RTI wall in the AP conference room. To monitor the fidelity and progress of students regarding their goal, teachers turn in weekly assessments (academic) and behavior documentation (behavior concerns). This is monitored by the RTI Coordinator and Guidance Counselor. The team will meet on Wednesday and Thursday of every week. Participants will be invited as needed based on the concerns being addressed.

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

Role of Principal: Ensure the use of data when making decisions; Ensure that RTI Leadership team attends appropriate professional development; Communicates with parents regarding RTI plans and strategies as needed; Communicates with team her expectations.
RTI Facilitator: Help develop plans for interventions; Implement Tier 3 interventions; Monitor interventions are being administered as scheduled; Assist with data collection
School-Based Team Leader (Karen Lubin): Facilitates SBT meetings; Assists with the development of intervention plans; Assists with data collection; Records minutes from the meetings.
Classroom Teachers: Serves on the RTI team as appropriate; Comes to the meeting with data prepared to discuss student's needs; Collects in developing plans for interventions; Assists with data collection and turns in plans to the RTI Facilitator as scheduled; Monitors the progress of students plans.
Guidance Counselors: Coordinates school activities with outside social agencies; Provide small group and individual counseling as needed. Serves as a team member as appropriate.
Reading and Math Coaches: Help develop plans for interventions as needed; Assist with data collection; Support the implementation of Tier 1, 2, and 3 interventions.
Intervention Teacher: Develop plans for interventions; Supports the implementation of Tier 2 and 3 interventions; Assists with data collection.
School Psychologist: Assist with the development of intervention plans; Provide professional development and technical assistance for data collection, data analysis, intervention planning, and program evaluation.
ESE Contact/Teacher: Develop plans for interventions; Assists with data collection; Supports the implementation of Tier 1, 2, and 3 interventions.
The standing committee for the SBT include the RTI Coordinator, Assistant Principal, Guidance

Counselor, Speech Pathologist and the child's teacher(s). Professionals who are invited on a case by case basis include: Parent, School Nurse, Reading Coach, Math Coach, SAI teacher, school psychologist, someone from an outside agency. The SBT uses a variety of data to identity students at risk academically and or behaviorally. Such forms of data include but are not limited to attendance, RRR, FCAT/diagnostics, FAIR, pupil progression, classroom behavior plans, discipline referrals, etc. In addition, teachers are asked to bring student work samples, anecdotal notes, etc.

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

As stated in question 1, core instruction, intensive instruction and supplemental instruction is monitored by administration, coaches, RTI Coordinator and the Guidance Counselor on a regular basis. Administration receives a weekly report from the RTI coordinator and Guidance Counselor when someone fails to turn in required documentation for tier 2 and tier 3. In addition to monitoring daily instruction, school and district based assessments are monitored to ensure that the core instruction is meeting the needs of the students.

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

Ultimately it is the responsibility of the administration to monitor the fidelity of core instruction, intensive instruction and supplemental instruction. Through feedback from coaches, RTI Coordinator and Guidance Counselor and district/school assessments, administration can determine if the students needs' are being met. The SBT uses a variety of data to support the "whole" child. Such data may include but not be limited to:The SBT uses a variety of data to identity students at risk academically and or behaviorally. Such forms of data include but are not limited to attendance, RRR, FCAT/diagnostics, FAIR, pupil progression, classroom behavior plans, discipline referrals, etc. In addition, teachers are asked to bring student work samples, anecdotal notes, etc.

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

During Pre-School, staff will be provided an overview of the MTSS process. Teachers will be given guided practice with analyzing an EDW report which focuses on students in the MTSS process. During the Professional Development Day in August, staff will be given the opportunity to pull data for the assigned class to identify which students should receive instruction in the form of core, intensive and supplemental. Teachers will also review the SBT intervention packet and discuss the process (what to expect at the initial meeting, who is responsible for intervention and monitoring student progress, etc. Parents will be educated on the MTSS process in a variety of venues which include Curriculum Night, SAC, school newsletter and by teacher upon the referral to the SBT.

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: Before or After School Program

Minutes added to school year: 3,840

Students will participate in LLI tutorial four days per week with a teacher whom has been district trained.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students will be given a RRR at the onset of tutorial and at the end of the tutorial process.

Who is responsible for monitoring implementation of this strategy?

Administration and Tutorial Cordinator

Strategy: Weekend Program

Minutes added to school year: 1,920

Lowest 25% and retained students will receive Saturday tutorial in the areas of math,reading,writing, and science.Test taking strategies will be infused using grade level text and item spec.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Those students in sat tutorial will use diagnostic,RRR, FAIR, CORE K12, Florida Achieves results as data to evaluate gains/losses. The writing students will have a pre-test and post-test.

Who is responsible for monitoring implementation of this strategy?

Administration and Tutorial Cordinator

Literacy Leadership Team (LLT)

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

Name	Title
Laura Orlove	Reading Coach
Susan McGill	Reading Resource
Anika Jivan	Kindergarten Teacher
Barbara Callahan	Grade 1 Teacher
Jessica Corneille	Grade 2 Teacher
Jessaca Palumbo	Grade 3 Teacher
Ginnette Ellin	Grade 4 Teacher

Name	Title
Ashlee Sullivan	Grade 5 Teacher

How the school-based LLT functions

The Literacy Leadership Team meets monthly to plan and discuss Literacy needs and activities in order to establish a culture of reading expectations within the school and community. We develop ideas and resources to implement these activities. The meetings are led by the Literacy Coach and Reading Resource Teacher along with reading teachers and grade chairs as well as media specialist and LTF. The team uses district data to identify reading deficiencies and devises a plan to support reading teachers with implementation, including professional development.

Major initiatives of the LLT

One of our initiatives will include vocabulary development through Interactive Read Aloud, Shared Reading and Word Study along with higher order questions. In addition, we will continue to grow our teachers and students in understanding text features within informational text and work to understand the commonalities and differences among genres. Our third initiative will include ways to infuse "Test Talk" into our daily lessons. We will continue to work with the community to collect and provide books for our students to keep and practice at home.

Every Teacher Contributes to Reading Instruction

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

n/a

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

At Forest Park Elementary, we will provide the following services to which parents from surrounding early childhood programs will be invited:
• Literacy Night, Math Night, Science Night, Curriculum Night
• Kindergarten Round-up
Forest Park will invite preschool students from local preschools to tour the school and participate in activities with current kindergarten students. Each child will receive a packet of activities to help prepare him/her for kindergarten. The packet will include suggestions for reading and math. Students and parents will be invited back to attend Kindergarten round- up.
Within the first 30 days of kindergarten, all students will be assessed using FAIR and the Fountas and Pinnell Assessment Kit. Data will be used to appropriately plan academics and social instruction for students. Core kindergarten academic and behavioral instruction will be included through guided and independent practice and modeling.
A staggered start will be utilized for Kindergarten. During the first week of school, only a third of the Kindergarten students will report to school on a given day according to his/her last name. This will help to provide students with a smooth transition into kindergarten.
Our IB Coordinator will schedule tours with any incoming students and parents interested in attending Forest Park. During the tour, students and parents will have an opportunity to see the unique programs and state of the art technology Forest Park has to offer.

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

n/a

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

n/a

Strategies for improving student readiness for the public postsecondary level

n/a

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	43%	40%	Yes	49%
American Indian				
Asian				
Black/African American	38%	35%	Yes	45%
Hispanic	48%	37%	No	54%
White	60%	63%	Yes	64%
English language learners	38%	28%	No	44%
Students with disabilities	28%	16%	No	36%
Economically disadvantaged	41%	35%	No	47%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	24%	29%
Students scoring at or above Achievement Level 4	41	16%	21%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	148	58%	68%
Students in lowest 25% making learning gains (FCAT 2.0)	25	53%	63%

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)	68	27%	37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	52	21%	31%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	31	12%	24%

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	47	65%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	44%	35%	No	50%
American Indian				
Asian				
Black/African American	42%	28%	No	48%
Hispanic	44%	35%	No	50%
White	60%	59%	No	64%
English language learners	39%	24%	No	45%
Students with disabilities	38%	18%	No	45%
Economically disadvantaged	44%	32%	No	50%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	46	18%	28%
Students scoring at or above Achievement Level 4	41	16%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		77%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		43%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	115	45%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	21	47%	67%

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	16	21%	26%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		17%

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%

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)	10		15
Participation in STEM-related experiences provided for students	574	60%	65%

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	12	2%	1%
Students retained, pursuant to s. 1008.25, F.S.	44	7%	3%
Students who are not proficient in reading by third grade	75	65%	55%
Students who receive two or more behavior referrals	29	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	21	3%	1%

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

Target attendance, behavior and communication between home and school to increase student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parent participation by 10% at all parent events.	175	30%	40%

Area 10: Additional Targets

Additional targets for the school

Forest Park Elementary School will infuse the content required by Florida Statue 1003.42 (2) and S.B. policy 2.09 (8)(b), as applicable to appropriate grade levels including but not limited to History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Forest Park teachers will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)	524	100%	100%

Goals Summary

G1. Student achievement will increase as educators analyze and use data to identify students' resistance to learning.

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.

Goals Detail

G1. Student achievement will increase as educators analyze and use data to identify students' resistance to learning.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- 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)
- Social Studies
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- School Wide Positive Behavior Support Tracking FLKRS CELLA reports Truancy Reports RTI Coordinator to monitor progress of students receiving intensive and supplemental instruction. Parent Involvment

Targeted Barriers to Achieving the Goal

- Students lack of self control interrupts students learning
- Lack of opportunities and resources for school readiness
- High numbers of students being tardy or absent and missing crucial instruction.

Plan to Monitor Progress Toward the Goal

Looking for increase and decrease in student data

Person or Persons Responsible
SWPBS Team Administration School counselors Educators Parents

Target Dates or Schedule:
Weekly Leadership Meeting

Evidence of Completion:
EDW reports Student achievements parental communication

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.

Targets Supported

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

- Writing

- 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)

- Science

- Science - Elementary School

Resources Available to Support the Goal

- Substitutes to allow teachers time to unpack standards with coaches, admin and district personnel.

Targeted Barriers to Achieving the Goal

- 1. Willingness to dedicate time to unpacking the standards and willingness to plan and implement rigorous instruction.

- 2. Failure to infuse the Gradual Release Model across the curriculum (I Do, We Do, You Do Together, You Do Independently).

- 3. Lack of experience and skills to implement the curriculum.

- 4. Independently analyze and apply student data to drive instruction.

Plan to Monitor Progress Toward the Goal

District Training School Based Training Coaching Logs Lesson Plans Team Meeting Agendas and documentation Learning Team Meeting Agendas and documentation

Person or Persons Responsible

Administration Reading Coach Reading Resource Teacher Math Coach Learning Team Facilitator Lead Teachers

Target Dates or Schedule:

During Learning Team Cycle Collaborative Planning District Training School Based Training Coaching Cycle

Evidence of Completion:

Student Achievement i observation

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Student achievement will increase as educators analyze and use data to identify students' resistance to learning.

G1.B1 Students lack of self control interrupts students learning

G1.B1.S1 School wide positive behavior system that reinforces single school culture. Some examples of this include: Implement R.O.A.R.S (Responsible, on Time, Attitude, Respect, Safety), Staff agreements of what behaviors will be handled in class, by guidance counselor and administration, school wide matrix, implementation of think time area and peace table.

Action Step 1

Single school culture of common behaviors in common areas attention signals ROARS Lesson Profiles and Attitudes

Person or Persons Responsible

SWPBS Team Administration RTI Coordinator

Target Dates or Schedule

Daily

Evidence of Completion

Agendas Tiger Paws Behavior Code Log

Facilitator:

Coaches RTI Coordinator Multicultural Guidance counselor ESOL Coordinator

Participants:

SWPBS Team Staff Administration RTI Coordinator

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

Adherence to the essential agreements through single school culture

Person or Persons Responsible

SWPBS Team Administration School Counselors Educators

Target Dates or Schedule

Weekly

Evidence of Completion

School Counselors code log School counselor referrals agendas

Plan to Monitor Effectiveness of G1.B1.S1

School based team behavior analysis Individual behavior plans

Person or Persons Responsible

SWPBS Team Administration School Counselors Educators

Target Dates or Schedule

Weekly in leadership meeting

Evidence of Completion

Logs EDW reports SWPBS data

G1.B2 Lack of opportunities and resources for school readiness

G1.B2.S1 Incorporate community partnerships to increase parental awareness of need for school readiness and resources.

Action Step 1

Board meetings Boynton Reads Bridges Children services council Literacy coalition of Palm Beach County Business partners

Person or Persons Responsible

Administrators School counselors IB coordinator Laura Orlove Susan McGill

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Board meetings Boynton Reads Bridges Children services council Literacy coalition of Palm Beach County

Person or Persons Responsible

Administration IB coordinator Academic Coaches School counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Meeting minutes Attendance

Plan to Monitor Effectiveness of G1.B2.S1

Meeting agendas

Person or Persons Responsible

Administration IB coordinator Academic Coaches School counselors

Target Dates or Schedule

Monthly

Evidence of Completion

Parent community surveys Student achievement

G1.B3 High numbers of students being tardy or absent and missing crucial instruction.

G1.B3.S1 To create an incentive program for school community to attend school everyday and be on time.

Action Step 1

Attendance Tardiness

Person or Persons Responsible

Administration School counselors Educators

Target Dates or Schedule

Daily

Evidence of Completion

Attendance records

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Attendance

Person or Persons Responsible

Administration School counselors Educators

Target Dates or Schedule

Daily

Evidence of Completion

Attendance reports

Plan to Monitor Effectiveness of G1.B3.S1

Agendas Attendance logs

Person or Persons Responsible

Administration Attendance clerk School counselors Educators

Target Dates or Schedule

Weekly

Evidence of Completion

Picture Perfect Attendance Wall End of Year attendance celebrations with families Subway rewards each trimester

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.

G2.B1 1. Willingness to dedicate time to unpacking the standards and willingness to plan and implement rigorous instruction.

G2.B1.S1 1. Provide time through collaborative planning, Learning Team Meetings and professional development with support from administration, academic coaches, and lead teachers.

Action Step 1

Analyze Data Unpack Standards Develop plan of instruction Implement Instruction

Person or Persons Responsible

Lead Teachers Academic Coaches Administration

Target Dates or Schedule

Collaborative Planning Professional Development LTM Coaching Cycle

Evidence of Completion

Student Achievement i observation

Facilitator:

Administrators. Learning Team Facilitator, Academic Coaches (Reading and Math), Reading Resource Teacher and Lead Teachers

Participants:

Lead Teachers Academic Coaches Administration Instructional Staff

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

Collaborative meeting notes Item analysis lesson plans Agendas from Professional Development

Person or Persons Responsible

Administration, academic coaches,LTF, and lead teachers

Target Dates or Schedule

Collaborative planning Learning Team Meetings Data Chats Professional Development

Evidence of Completion

Student Achievement i observation Classroom walkthroughs

Plan to Monitor Effectiveness of G2.B1.S1

Lesson Study Data analysis and feedback Common Planning Backwards Design Implementation of Marzano's effective teaching strategies

Person or Persons Responsible

Administration Academic Coaches Learning Team Facilitator Lead Teachers

Target Dates or Schedule

Collaborative Planning Learning Team Meeting

Evidence of Completion

Unit of Study lesson planners Scales and tracking of student success Common Assessment Summative Assessments

G2.B2 2. Failure to infuse the Gradual Release Model across the curriculum (I Do, We Do, You Do Together, You Do Independently).

G2.B2.S1 Provide Professional Development and support of the gradual release model.

Action Step 1

Professional Development Learning Walks Learning Team Meetings Collaborative Planning

Person or Persons Responsible

Administrators Academic Coaches Learning Team Facilitator Lead Teachers

Target Dates or Schedule

Professional Development Learning Walks Learning Team Meetings Collaborative Planning

Evidence of Completion

Classroom Walkthroughs Student artifacts

Facilitator:

Administrators, Academic Coaches, District Specialist, LTF

Participants:

Administrators Academic Coaches Learning Team Facilitator Instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B2.S1

Observe the gradual release model Provide prescriptive and descriptive feedback

Person or Persons Responsible

Administrators District Specialist

Target Dates or Schedule

Weekly Classroom Walkthrough

Evidence of Completion

i observation

Plan to Monitor Effectiveness of G2.B2.S1

Observe the implementation of the gradual release model Coaching cycle Monitor academic trends of instruction

Person or Persons Responsible

Administrators Academic Coaches District Specialist

Target Dates or Schedule

Weekly walkthroughs

Evidence of Completion

i observation Coaches weekly log Student engagement Student artifacts

G2.B3 3. Lack of experience and skills to implement the curriculum.

G2.B3.S1 Provide professional development.

Action Step 1

Book Study Lesson Study PD360 TrainU/Course Registration Newsletters Educational Links

Person or Persons Responsible

Administration Academic Coaches PDD Team Learning Team Facilitator Lead Teachers

Target Dates or Schedule

PDD Collaborative planning LTM

Evidence of Completion

PDD sign-in LTM points instruction reflection

Facilitator:

Administration, Academic Coaches, District Personnel, PDD Team

Participants:

Administration Academic Coaches PDD Team Learning Team Facilitator Instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B3.S1

evidence of instructional strategies

Person or Persons Responsible

Administrators

Target Dates or Schedule

Weekly Walkthroughs Data Chats

Evidence of Completion

Professional development points lesson plans

Plan to Monitor Effectiveness of G2.B3.S1

Implementation of the professional development

Person or Persons Responsible

Administrators

Target Dates or Schedule

Continuous Walkthroughs

Evidence of Completion

i observation

G2.B4 4. Independently analyze and apply student data to drive instruction.

G2.B4.S1 Analyze data and apply strategies based on data.

Action Step 1

pre-post assessments RRR MSV analysis fact fluency Rubrics data chats

Person or Persons Responsible

LTF Administrators

Target Dates or Schedule

LTM Following all assessments daily learning goals and scales

Evidence of Completion

Student Achievement

Facilitator:

PDD Team, Administrators, LTF

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G2.B4.S1

Coaching Model Professional Development

Person or Persons Responsible

Administrators Academic Coaches LTF

Target Dates or Schedule

Data Chats

Evidence of Completion

EDW Reports

Plan to Monitor Effectiveness of G2.B4.S1

item analysis RRR FAIR CORE K-12

Person or Persons Responsible

Administrators Academic Coaches LTF

Target Dates or Schedule

LTM Data Chats

Evidence of Completion

EDW Reports

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

Forest Park Elementary receives additional funds from Title I for personnel, supplies, staff development, parent involvement and tutoring. District Migrant Liaison provides additional services and support to students and parents. District receives funds to provide support services. The services are coordinated with the district Drop-out prevention programs. The District receives supplemental funds for the improvement and development of staff through Title II for professional growth. District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement educational programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Services are provided by Title III through the District for education materials and ELL District support services to improve the education of immigrant and English Language Learners. District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Funding from the district for an SAI teacher gives additional instruction to our third grade students in reading. District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity to assist in violence prevention. As part of Single School Culture the entire school participates in the School-Wide Positive Behavior Support initiative. Students have an attention signal that is used everywhere on campus, also a common set of essential agreements (ROARS). Our single school expectations come with great positive reward incentives. In order to provide nutritional programs,a free breakfast program is offered to all students, regardless of socioeconomic status.

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. Student achievement will increase as educators analyze and use data to identify students' resistance to learning.

G1.B1 Students lack of self control interrupts students learning

G1.B1.S1 School wide positive behavior system that reinforces single school culture. Some examples of this include: Implement R.O.A.R.S (Responsible, on Time, Attitude, Respect, Safety), Staff agreements of what behaviors will be handled in class, by guidance counselor and administration, school wide matrix, implementation of think time area and peace table.

PD Opportunity 1

Single school culture of common behaviors in common areas attention signals ROARS Lesson Profiles and Attitudes

Facilitator

Coaches RTI Coordinator Multicultural Guidance counselor ESOL Coordinator

Participants

SWPBS Team Staff Administration RTI Coordinator

Target Dates or Schedule

Daily

Evidence of Completion

Agendas Tiger Paws Behavior Code Log

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.

G2.B1 1. Willingness to dedicate time to unpacking the standards and willingness to plan and implement rigorous instruction.

G2.B1.S1 1. Provide time through collaborative planning, Learning Team Meetings and professional development with support from administration, academic coaches, and lead teachers.

PD Opportunity 1

Analyze Data Unpack Standards Develop plan of instruction Implement Instruction

Facilitator

Administrators. Learning Team Facilitator, Academic Coaches (Reading and Math), Reading Resource Teacher and Lead Teachers

Participants

Lead Teachers Academic Coaches Administration Instructional Staff

Target Dates or Schedule

Collaborative Planning Professional Development LTM Coaching Cycle

Evidence of Completion

Student Achievement i observation

G2.B2 2. Failure to infuse the Gradual Release Model across the curriculum (I Do, We Do, You Do Together, You Do Independently).

G2.B2.S1 Provide Professional Development and support of the gradual release model.

PD Opportunity 1

Professional Development Learning Walks Learning Team Meetings Collaborative Planning

Facilitator

Administrators, Academic Coaches, District Specialist, LTF

Participants

Administrators Academic Coaches Learning Team Facilitator Instructional Staff

Target Dates or Schedule

Professional Development Learning Walks Learning Team Meetings Collaborative Planning

Evidence of Completion

Classroom Walkthroughs Student artifacts

G2.B3 3. Lack of experience and skills to implement the curriculum.

G2.B3.S1 Provide professional development.

PD Opportunity 1

Book Study Lesson Study PD360 TrainU/Course Registration Newsletters Educational Links

Facilitator

Administration, Academic Coaches, District Personnel, PDD Team

Participants

Administration Academic Coaches PDD Team Learning Team Facilitator Instructional Staff

Target Dates or Schedule

PDD Collaborative planning LTM

Evidence of Completion

PDD sign-in LTM points instruction reflection

G2.B4 4. Independently analyze and apply student data to drive instruction.

G2.B4.S1 Analyze data and apply strategies based on data.

PD Opportunity 1

pre-post assessments RRR MSV analysis fact fluency Rubrics data chats

Facilitator

PDD Team, Administrators, LTF

Participants

Instructional Staff

Target Dates or Schedule

LTM Following all assessments daily learning goals and scales

Evidence of Completion

Student Achievement

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Student achievement will increase as educators analyze and use data to identify students' resistance to learning.	$35,853
G2.	Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.	$138,558
	Total	$174,411

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title 1	$174,411	$174,411
Total	$174,411	$174,411

Budget Details

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

G1. Student achievement will increase as educators analyze and use data to identify students' resistance to learning.

G1.B1 Students lack of self control interrupts students learning

G1.B1.S1 School wide positive behavior system that reinforces single school culture. Some examples of this include: Implement R.O.A.R.S (Responsible, on Time, Attitude, Respect, Safety), Staff agreements of what behaviors will be handled in class, by guidance counselor and administration, school wide matrix, implementation of think time area and peace table.

Action Step 1

Single school culture of common behaviors in common areas attention signals ROARS Lesson Profiles and Attitudes

Resource Type

Personnel

Resource

0.5 RTI Coordinator/Resource Teacher ($31,804.50) ans supplies such as paper. pens, ink, markers, books, and student planners for parent trainings/family involvement ($4,048.38)

Funding Source

Title 1

Amount Needed

$35,853

G2. Student achievement will increase as teachers gain knowledge and implement the standards-based curriculum.

G2.B1 1. Willingness to dedicate time to unpacking the standards and willingness to plan and implement rigorous instruction.

G2.B1.S1 1. Provide time through collaborative planning, Learning Team Meetings and professional development with support from administration, academic coaches, and lead teachers.

Action Step 1

Analyze Data Unpack Standards Develop plan of instruction Implement Instruction

Resource Type

Personnel

Resource

1.0 Math Coach($71,073.50); 1.0 Reading Resource Teacher($63,606.85); Common Core Training ($150.00); and Tutors for Saturday Tutorial ($3,728.15)

Funding Source

Title 1

Amount Needed

$138,558