

FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION

TAPS Number 07A006

Please return to: Florida Department of Education Bureau of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0498 Suncom: 205-0498	A) Program Name: 2005-2006 Title I School Improvement Initiative	DOE USE ONLY Date Received
B) Name and Address of Eligible Applicant: School District of Palm Beach County 3340 Forest Hill Boulevard West Palm Beach, FL 33406-5869		Project Number (DOE Assigned)
C) Total Funds Requested: \$2,233,625 <hr style="width: 20%; margin-left: 0;"/>	D) Applicant Contact Information	
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CERTIFICATION		
<p>I, <u>Arthur Johnson, Ph.D.</u>, (<i>Please Type Name</i>) do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>		
E)	_____ Signature of Agency Head	



	Total		White		African American		Hispanic		LEP		SWD		Econ. Dis.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Bear Lakes Middle														
Level 1	307	39.66%	24	24.00%	234	44.07%	38	38.00%	32	82.05%	99	73.88%	25	54.35%
Level 2	227	29.33%	20	20.00%	163	30.70%	33	33.00%	5	12.82%	24	17.91%	17	29.91%
Boynton Beach High														
Level 1	421	57.44%	30	29.70%	321	66.32%	64	51.20%	91	89.22%	76	88.37%	30	76.31%
Level 2	193	26.33%	31	30.69%	113	23.35%	36	28.80%	6	5.88%	7	8.14%	10	23.54%
Carver Middle														
Level 1	468	39.07%	18	9.14%	402	51.02%	38	25.17%	104	95.41%	140	78.21%	35	47.74%
Level 2	254	21.20%	21	10.66%	193	24.49%	32	21.19%	5	4.59%	25	13.97%	17	23.01%
Congress Middle														
Level 1	307	32.21%	27	13.30%	197	40.29%	76	36.19%	73	75.26%	110	75.34%	24	40.20%
Level 2	259	27.18%	45	22.17%	143	29.24%	54	25.71%	20	20.62%	20	13.70%	16	28.14%
Delray Boynton Academy														
Level 1	36	64.29%	0	NA	30	63.83%	5	83.33%	0	NA	6	75.00%	35	67.31%
Level 2	14	25.00%	2	100.00%	11	23.40%	1	16.67%	0	NA	2	25.00%	12	23.08%
Everglades Prep. Academy														
Level 1	23	92.00%	1	100.00%	22	91.67%	0	NA	0	NA	1	100.00%	22	91.67%
Level 2	2	8.00%	0	NA	2	8.33%	0	NA	0	NA	0	NA	2	8.33%
Forest Hill High														
Level 1	300	39.89%	33	15.64%	90	57.69%	174	49.01%	71	83.53%	79	80.61%	21	75.01%
Level 2	217	28.86%	57	27.01%	39	25.00%	109	30.70%	11	12.94%	12	12.24%	11	26.56%
Glades Central High														
Level 1	373	66.37%	5	71.43%	284	67.62%	84	62.22%	52	94.55%	65	91.55%	36	67.86%
Level 2	141	25.09%	2	28.57%	102	24.29%	37	27.41%	3	5.45%	5	7.04%	12	23.68%
Gulfstream Career Academy														
Level 1	22	74.50%	4	50.00%	15	81.00%	3	NA	NA	NA	NA	NA	NA	NA
Level 2	3	13.50%	0	NA	2	29.00%	1	NA	NA	NA	NA	NA	NA	NA
John F. Kennedy Middle														
Level 1	378	46.32%	0	NA	350	47.04%	20	52.63%	30	90.91%	89	86.41%	33	74.60%
Level 2	225	27.57%	1	14.29%	211	28.36%	9	23.68%	3	9.09%	10	9.71%	19	27.26%

	Total		White		African American		Hispanic		LEP		SWD		Econ. Dis.	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Lake Shore Middle														
Level 1	552	52.08%	4	36.36%	419	54.91%	123	44.24%	63	78.75%	169	89.42%	52	65.39%
Level 2	274	25.85%	7	63.64%	197	25.82%	70	25.18%	14	17.50%	16	8.47%	26	123.21%
Lake Worth Middle														
Level 1	420	46.72%	29	23.02%	164	49.40%	215	53.35%	126	90.65%	133	76.00%	38	649.30%
Level 2	221	24.58%	37	29.37%	83	25.00%	89	22.08%	11	7.91%	29	16.57%	18	824.01%
Noah's Ark Charter														
Level 1 & 2	33	91.00%	NA	NA	33	91.00%	NA	NA	NA	NA	NA	NA	NA	NA
Pahokee Mid/Sr. High														
Level 1	152	49.33%	1	0.00%	115	57.84%	36	35.29%	8	64.29%	12	96.97%	14	351.62%
Level 2	57	26.33%	1	37.50%	35	26.47%	21	23.53%	1	21.43%	1	3.03%	54	25.63%
Palm Beach Lakes High														
Level 1	522	50.34%	23	28.75%	419	54.13%	66	49.62%	72	93.51%	93	88.57%	34	655.45%
Level 2	351	33.85%	22	27.50%	264	34.11%	44	33.08%	5	6.49%	7	6.67%	20	232.37%
Toussaint L'Ouverture High														
Level 1	12	66.67%	2	40.00%	10	83.33%	0	NA	7	100.00%	2	100.00%	9	69.23%
Level 2	3	16.67%	1	20.00%	2	16.67%	0	NA	0	NA	0	NA	2	15.38%

Abstract

The Title I Schools in The School District of Palm Beach County have many programs in place to raise student achievement. Each of the sixteen schools identified as being eligible for this grant have submitted a plan for supplementing those programs through this grant. Our District feels that schools know their students and how best to supplement the existing programs.

Our schools have chosen a variety of methods and programs to increase the achievement level of their Level 1 students. Several schools will be offering tutorial programs to increase student contact time. Others have chosen to hire intensive reading teachers to lower class size and provide students with more individualized instruction. Many of our schools have chosen to purchase scientifically research based reading curricula to use both in their tutorial programs and classrooms with their Level 1 students. Increased time and instruction tailored to students' academic needs will allow each student to maximize his/her potential. The computer programs that have been chosen allow the schools to monitor the students' progress as well as addressing individual academic needs. All programs chosen have been proven to increase student achievement.

The addition of supplemental programs and increased teaching time will ensure that our students have the opportunity to increase their reading skills and raise their test scores.

District Support

Leadership facilitators are provided through Single School Culture Department to provide the staff development for teachers during common planning times at schools having a high percentage of at risk students. Teachers are taught to analyze data and focus on Level 1 & 2 students. Title I allocation has enabled the schools to provide professional development training for teachers, purchase supplemental instructional supplies, and provide tutorials during the day and after school.

Budgets will be expedited to ensure purchases and contracts are completed in a timely manner. Title I School Support staff will assist schools with implementation.

Dissemination/Marketing

Each school will disseminate information regarding their program through newsletters, flyers, and School Advisory Council meetings. Information will be translated into the language needed to meet the needs of their school population.

Bear Lakes Middle School

The Bear Lakes Middle School is located in the center of a residential community in a South Florida metropolitan area. While there are large country club homes on one side of the school, the other side consists of many smaller single-family homes, villas, and town homes. There are several surrounding apartment complexes within the two to five mile radius of the school. In an attempt to achieve racial balance, the school is currently zoned to serve students from the surrounding communities, as well as four low socio-economic communities within Palm Beach County. Consequently, approximately 80% of the students are transported by bus; these students, on an average, travel approximately 20 to 30 minutes back and forth to school each day.

Bear Lakes Middle School presently serves approximately 1020 students, where 40% of the population scored in Level 1 in Reading on the 2005 FCAT. Ten percent of the students are active LEP students and 30% of the student population is enrolled in the Exceptional Student

Education program. Seventy percent of the students are eligible for free or reduced price lunch. The school center provides service to the community as a voting precinct and a hurricane shelter.

Bear Lakes Middle School currently has a partnership with CASASTART and 45th Street Mental Health Center. These partnerships were created to service the at-risk community beyond the classroom. Family and individual counseling are provided for students who are identified by staff and or parent referral. There are other enrichment programs offered at the school center after school and on Saturdays.

Extended Learning Opportunities for Reading through a Saturday Tutorial and NovaNet Program

The Bear Lakes Middle School Extended Learning Opportunity Program is a continuation of the school's daily Reading program. It will service more than 300 students in grades 6-8 at Bear Lakes Middle School (BLMS). This program will afford students who scored Level 1 on the Reading portion of the FCAT and/or who participate in the NovaNet program, the opportunity to receive the extra academic intervention and support they need in order to ensure they receive academic enrichment and the highest quality education.

It is imperative that school administrators and teachers look at students on an individual basis and provide remediation based on diagnosis. Through the BLMS Extended Learning Opportunity Reading Program, students will benefit from a structured academic setting focused on reading instruction. Students will receive explicit instruction, shared instruction, guided practice, and independent practice. Lessons and activities delivered in this program will address the essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The program allows the versatility of several reading series and materials.

The instructional design of the program will be the rotational model. Teacher creativity along with individual student centered activities will be a part of this rotational model. The rotational model is supported by the district and is based on rotating through various work stations either in 20-30 minute increments, totaling 190 minutes. The Sunshine State Standards and Grade Level Expectations will be used to guide the program's curriculum, instruction, and delivery. Certified Language Arts and Reading teachers will assess student mastery of state and grade level benchmarks through the use of FCAT Test Maker software. A program director will be on site to monitor and review the results from the above stated assessments and the Instructional leader will oversee the Extended Learning Opportunity and its effects on the school's overall academic achievement.

The Extended Learning Opportunity Reading model will be used to provide a framework that will have a positive impact and meet the needs of the students. This framework will also allow teachers the ability to differentiate instruction. Students will be actively engaged in a variety of reading activities that address the five essential components of reading such as Phonemic Awareness, Fluency, Comprehension, Phonics, and Vocabulary.

Through this funding we will create a Reading Tutorial Center, which will be tailored to address the needs of the students as identified in their Academic Improvement Plans (AIP). Students will be able to experience academic success because they will be given ample time to practice employing new skills and strategies as they rotate through tailored and meaningful literacy centers and stations that will allow for skills reinforcement.

In order to reduce the number of students who are "at risk" and promote student achievement, the implementation of this Saturday Reading Tutorial Program will begin in September 2006 and continue through January 2007. The grant will allow us to offer our lowest

performing students extended learning opportunities that will positively impact their ability to meet student achievement goals. This program will encourage and support the efforts of our students to improve their academic achievement in the area of Reading. The anticipated outcome of the Bear Lakes Middle School Extended Learning Opportunity Reading Program is to raise the academic skill level and performance on standardized tests.

Bear Lakes Middle School 180 Minutes
 Extended Learning Opportunity Reading Block Schedule
 Program Time: 8:30 a.m. – 11:30 a.m.

TIME	BALANCED LITERACY COMPONENT	PURPOSE	GROUPING	MATERIALS
10 Minutes	Read Aloud	Model fluency	Whole Class	Various Text
15 Minutes	Warm Up	Mini anchor lesson/practice	Whole Class	Reading Drills
20 Minutes	Teacher Directed Lesson	Explicit skills strategy instruction	Whole Class	Reading For Meaning
40 Minutes	Guided Reading	Teacher guides students through skills/strategies		Scholastic Books
20 Minutes 3 Rotations	Independent Reading	Students apply skills	Individual	Magazines Graphic Novels Skills Kits
	Ongoing Assessment	Diagnose strengths/weakness		Timed Reading FCAT TestMaker
30 Minutes	Strategy Instruction	Immediate Intervention		Thinking Reader READ180 Software
5 Minutes	Wrap up	Review assignments		Agenda

Boynton Beach High School

Boynton Beach High School will use the School Improvement Funds to improve reading achievement of students scoring at Level 1 in the following ways:

- Develop the Parallel Interdisciplinary Program (PIP) for 9th and 10th graders scoring Level 1 on the FCAT SSS Reading Assessment. PIP will supplement the regular curriculum. Curriculum writing for alignment of curriculum to PIP.
- Hire one teacher to work as a tutor for Level 1 students and as a resource teacher for instructors.

- Intensive reading instruction for 10th and 11th graders scoring Level 1 on the FCAT SSS Reading Assessment.
- After school tutorials for students in all grades who scored Level 1 on FCAT reading.
- FY 07 summer reading camp for in-coming students scoring Level 1 on FCAT reading.
- Staff Development for Reading Teachers that will be instructing and/or tutoring students that scored Level 1 on FCAT SSS.

The Parallel Interdisciplinary Program (PIP) targets 9th and 10th graders through English and intensive reading classes. Teachers in these courses will use the standard curriculum aligned to PIP to teach and reinforce the reading benchmarks. The benchmarks will be taught concurrently in the courses with the English teachers selecting texts, literary and informational, to reinforce what is being taught in the intensive reading course. Materials to be ordered will include:

- | | |
|--|------------|
| • <i>Write Traits Advanced</i> -Level 2 (Great Source) | (\$2,000) |
| • <i>Reading Counts Tests</i> (Scholastic) | (\$5,000) |
| • 8 Lexiled Classroom Libraries (Follet Library Resources) | (\$65,300) |
| • Scholastic Rhyming Dictionaries | (\$1,600) |
| • Dictionaries | (\$2,000) |
| • Language Arts Learning Cubes (Kagan) | (\$1,000) |
| • Colored Acetates (\$400); Impact – Reading Program | (\$4,000) |
| • Classroom Bookcase (Corporate Express) | (\$1,200) |
| • Reading Lab/Study Skills Folders (Corporate Express) | (\$400) |
| • 1” 3-Ring Binders (Corporate Express) | (\$500) |
| • Classroom Sets of Novels (Scholastic) | (\$2,000) |
| • <i>Buckle Down</i> (Buckle Down Publishing) | (\$400) |
| • <i>Reader’s Handbook</i> -Blue (Great Source) | (\$400) |
| • Reader’s Theater Scripts (Teacher Ideas Press) | (\$1,500) |
| • Reading Lab Materials (SRA) | (\$3,000) |
| • 3 Document Cameras will be purchased for each course | (\$4,500) |

Cost - Supplies \$79,765.00

Classroom libraries will be created in each Level 1 reading class. These libraries will have supplemental sets of texts to support concepts and genres represented in the language arts textbooks. They will provide “managed choice” options based upon interest and lexiles. Text sets will contain a wide variety of materials with varying lengths, structures, and difficulty. They will provide opportunities for students to practice reading strategies and learn content information.

The second program will target students scoring at Level 1 in grades 11 and 12. This content area reading program will have the Survey, Question, Read, Recite, and Review (SQ3R) as its foundation. As with the PIP, SQ3R will be implemented across disciplines. All teachers, including those in the elective courses will use the strategy. Reading materials will be purchased for these courses using the same principles established for the supplemental texts and classroom libraries identified in PIP. Materials are included in 9th and 10th grade order.

Teachers will be paid during the summer of 2006 to align the curriculum as well as develop assessments for PIP for the 9th and 10th grade classrooms. (Mary Thompson; Eleanor

Finkelstein; Meryl Preston; Christine Hart; Abbe Snyder; Arleen Finkelstein, and 1 additional teacher).

Cost - Total of 7 teachers (Each teacher will work 3 weeks, 20 hours per week total; the cost per teacher is \$1,226.00).

Total cost for Curriculum alignment \$ 8585.00 + benefits \$1931.00

One teacher will be hired to tutor students and assist in implementation of the PIP program

Cost - 1 teacher \$60,327.00 + benefits (listed below)

Paraprofessionals will be used in the PIP classrooms to assist teachers in the implementation of a rotational classroom structure. Students will move from small group instruction, to independent reading, and to differentiated independent practice. The paraprofessional will support the teachers as they assess fluency, vocabulary, and modeling strategies by providing individual support to Level 1 students in the intensive reading classes. Teachers will have common planning periods and students will be scheduled so that they will have daily 90 minute blocks of literacy instruction.

Cost - 3 Paraprofessional Salaries \$48,000.00 + benefits

After school tutorials will be provided four days per week for one and one-half hours per day. Tutorial sessions will be extensions or reinforcements of lessons taught during the day, individualized remediation of deficiencies, or specific practice in any deficit area. Transportation will be provided for students enrolled in the after school tutorials. In June, 2007 a summer reading camp will be held for incoming 9th grade students scoring at Level 1.

Cost: Salaries: 4 teachers @ \$20.44 for 100 hours each = \$ 6,800.00 after school tutorials

5 teachers @ \$20.44 for 48 hours each = \$ 4,905.00 Summer Reading Camp

Transportation - \$1,000.00

TOTAL BENEFITS FOR 5600 \$49,944.00

Staff development for these programs will be designed around creating rigor and relevance, assessment literacy, and curriculum alignment. This staff development for the teachers of students scoring at Level 1 will be provided by non-district qualified Great Source consultants and literacy coaches at the school site and from district specialists.

Cost- Stipends \$8,550.00

Consultant \$7,000.00

There will be a need for substitutes for teachers to attend the professional development.

COST Substitutes \$8,700.00

TOTAL BENEFITS FOR 6402 \$3,490.00

Programmatic questions

When and where will tutorials be scheduled within the school day for each of the students of this target population? Please include the number of sessions that will be available and how many minutes per student.

Tutorials will be held in literacy classrooms after school 4 days a week. Sessions will last approximately 1 hour. Summer tutorial will be held during the month of June for four weeks, four days a week, three hours a day. Five teachers will work with the students.

What measures shall be implemented to ensure that these services supplement existing services that may already be provided to eligible students?

Students will use supplementary materials not used in their reading classes. Prescriptions will be based on testing.

How will these programs and services be integrated?

Tutorial instructors will be involved in supporting instruction in the classroom.

What instrument(s) will be used to assess the student's progress in mastering grade level benchmarks?

The instruments that will be used to assess students' progress in mastering grade level benchmarks will include, but is not limited to, common assessments, SSS diagnostics, Scholastic Reading Inventory, and teacher developed assessments.

How will the results of the interim assessments be used to modify instruction?

The modification of instruction will be based on multiple measures. The resource teacher will be trained in the analysis of data and how to effectively apply their finding to delivering targeted instruction. Disaggregated data will be used to establish groups, select instructional materials, and identify trends related to master and non-mastered target areas. In addition, the newly hired resource teacher will receive on-going support on a daily basis from the reading coaches, the learning team facilitator, and the department chairs. Support will be in the form of mentoring and professional dialogue.

School Leadership Questions

Name school staff member(s) and current school-based responsibilities that will be available during this scheduled time to support the implementation of this program.

- Brenda Durden, Assistant Principal
- Arleen Finkelstein, Reading Coach
- Christine Hart, Reading Coach

What administrative systems are in place to provide instructional leadership on a daily basis for this initiative?

Administrative support of this initiative includes professional development lead by an administrator via learning team meetings, scheduling of common planning times, the Educator Support Program if the instructor is new to the district, and support from the Reading coach, department chairs, and Learning Team Facilitator.

Who will be the school administrator assigned the leadership role for this initiative?

The principal is ultimately responsible for the successful implementation of all extended learning opportunities offered at the school center. Brenda Durden, will be assigned the supportive leadership role for this initiative.

Carver Middle School

The Project is designed to increase reading proficiency of low performing Level 1 students. Although the goal for improvement is students reading, strategies for improvement will target all academic areas and are inclusive of Computer Assisted Instruction (CAI), staff

professional development within literacy and curriculum alignment and assessment design, use of literature as a supplemental instructional tool and tutoring. Funding allocation will be used to purchase competency based computer software, instructional tutorial salary and supplies (after school and Saturday), classroom literature, instructional materials targeted for second language learners, instructional stipends for professional development opportunities that will be provided beyond that of the general school day, student transportation for a 2007 Summer Literacy Institute, as well as salary and supplies to assist with this program.

Currently, Carver's student population consists of 1,137 students in the following ethnic groups: 17% Euro-American, 66% African American, 13% Hispanic, and 4% other. Additionally 13% of the total student population receives Exceptional Education Services (ESE) and 15% of the population is in the English for Speakers of Other Languages (ESOL) program. Fifty two percent of the students applied for free and reduced lunch; as such, the school meets federal, state and district criteria for Title I classification.

Of the 430 students who took Florida Writes in February of 2006, 78% of the students tested earned a score of 3.9 or greater. A closer view of the 2006 data indicates that writing performance of the tested 8th grade students was .1% lower than the state and district average. This data is significant, as it lends support for the development of writing as a communication skill.

A closer lens of review of data indicates a need to address ESOL and ESE students' instructional success with the FCAT measure. Test results for the 2005 school year show that both of these groups did not meet Annual Yearly Progress (AYP) goals. Given this and pending the results of 2006 test results, students attending Carver Middle School may take the option of attending another school within the district. This option is a result of the 2001 No Child Left Behind legislation. As a result, a critical part of this grant initiative will be to provide enhanced learning opportunities for students with disabilities (SWD) as well as second language learners (L2L.) Receipt of funding will make available the use of computer assisted instruction (CAI) software for low performing students. The targeted instructional software presents a 3D interaction high interest/low reading skill set for SWD and L2L.

District support for the grant initiative is provided through the School District of Palm Beach County (SDPBC) Academic plans to increase students' reading proficiency for all students. This initiative is in support of the state's Comprehensive Reading Plan (CRP). This plan expands the use of reading strategies into the core academic areas and is 'KEY' in the academic design of school. Within the CRP, Level 1 reading students are required to attend intensive reading classes, however, the success of this initiative is within the professional development opportunities that the SDPBC provides for core academic teachers to obtain their reading endorsement. The SDPBC provides the following professional development models that are supported by the school site: CRISS training; Content Enhancement Strategies; Vertical and Horizontal Curriculum Articulation; Assessment design; Kagen Multiply Intelligence; Read/Write Gold writing adaptive software; Janet Allen word mapping; LINKS Strategy; Differentiated Instruction practices and use; Pre-AP curriculum; and READ 180 practices and use. Participation is open to all school personnel and is highly supported by the school's administration.

In addition to the noted professional development opportunities, the school site provides teachers with professional development opportunities in the areas of: classroom technology (hardware and instructional software) integration; reading strategies for the content area teacher; FCAT vocabulary use; Best Test Taking Strategies; design of ability grouping for special needs

population; Writing Across the Curriculum; thematic unit design; sentence and grammar usage; and use of literature within core academic areas. As an additional strategy for the reading initiative, funding received by this grant will assist with providing teachers the opportunity to attend reading endorsement trainings that will be conducted on the school site. This opportunity will be available for all language arts teachers as well as additional interested personnel. Another target for professional development will be the use of Odyssey/Compass Learning and there is a consensus of agreement for the use of the program as a remediation instructional tool for students.

The SDPBC has assisted the school site's goal of increased technology integration as an instructional tool. Indicators of the technological support is transparent to the staff, by nature, however the district has been integral in the following 2006 technology initiatives and has expressed "strong" support with the provision of continued services: middle grade 2006 computer project inclusive of Pentium 4 computers for teachers and student lab; a new school server (received in May 2006); incorporation of a new Caching server (April 2006); pilot of Compass Learning/Odyssey competency based instruction (March 2006); classroom technology upgrading for audio enhancement, LCD projectors, and Dell-Smart Boards. As earlier sited, professional development for use is provided through the school site and is accessible for all teachers.

Services associated with the intensive tutorial services will be provided after the regular school day as well as for identified Saturdays. Additionally, the implementation of a Summer Learning Institute (SLI) will be provided for all Level 1 and Level 2 students. This SLI will be conducted during the month of June 2007 and will provide students and families with free academic enhancement in the areas of reading, writing, and drama through the use of technology and career studies.

The following table provided additional supportive information for the SLI and after school models:

Tutorial Program	Sessions	Time line
After School Assistance	4 days per week not to exceed 4 instructional hours/240 minutes	9/11/2006 – 5/30/2007 29 week duration
	Bimonthly - Saturday Tutorial, not to exceed 6-hours per month/360 minutes	9/11/2006 – 3/30/2007
SLI Program	4 days per week, not to exceed 5 instructional hours per day/3,840 minutes	6/4/2007 – 6/28/2007

Tutorial programs will be conducted on campus, and will be available for all Level 1 students in reading. Monitoring of instructional growth will be conducted through informal teachers assessments, district SSS Diagnostic assessments, and Scholastic Reading Inventory (Lexiles scores), DAR, Fluency Probe and Silent Reading/Spelling assessments. The use of formal assessments will target students' performance in the 5-FCAT clusters (inference, cause and effect, main idea, compare and contrast, word recognition, and context clues), reading fluency, spelling, grammar, vocabulary (word recognition, meaning, and analysis), as well as content area subject matter that supports the use of this reading initiative. Data collection and monitoring use will be shared with instructional school staff to assist with directing students' instruction. However, there is a dependence for the use of FCAT 2006 data results that will be

available at the start of the tutorial program and will be substantial in the design of the after school services as well as the general curricular mode.

Following is a chart to provide staff information regarding responsibilities for services as it pertains to this grant initiative:

Activity	Staff Member	Role
After School and Saturday Tutorial	Chandra Dixon-Thomas Guidance Coordinator	Director – Responsibilities to include but not limited to: scheduling, student recruitment, instructional monitoring, data collection; instructional material distribution, monitoring of instructional practices, personnel recruitment, design of professional development activities, communication with administration; and parental involvement
SLI	Director – TBA	Director - Responsibilities to include but not limited to: scheduling, student recruitment, instructional monitoring, data collection, instructional material distribution, monitoring of instructional practices, communication with administration, and parental involvement
After School and Saturday tutorial and SLI	Instructional Personnel	Instructional Personnel – Instruction of students, assessment documentation, participation in professional development activity
School Based Administration		Responsible for all school activities, payroll, purchasing, instructional design, and professional development

Instructional initiatives that are in place to assist with this initiative consist of: on-going assessment data writing collection that is administered through Language Arts; collaboration between initiative professional development opportunities and district's professional development model; School Improvement initiatives as per school SIP; district data collection and reporting systems (assessment, discipline, attendance, and standardized testing); and informal program student and parent interests survey. The school principal and administrative team will provide supervision for the program.

The proposed project will incorporate state reading initiatives through its efforts to target increased parental involvement within family literacy. To increase the opportunity of families of limited English proficient students, information will be distributed in more than one language (Spanish and Creole). Additionally, efforts will be made to obtain literature written in the prominent second language.

Dissemination of marketing information for the tutorial program will be conducted through parent newsletters, open house, Title I meetings, School Advisory Board Council, partnership efforts through the city of Delray Beach. Additional information will be provided for distribution from the school's main office as well as grade level guidance. All communications will be conducted in three languages, English, Spanish, and Creole.

Reporting outcomes will be conducted to meet with state compliance as well as requirements by the school center. Annual reports will include but not be limited to: documentation of implementation of tutorial sessions; daily attendance record for each student served, including a time log of on-line tutoring services; and other pertinent information that relates to implementation of this initiative.

Ultimately the goal of this initiative is to reduce the number of Level 1 students by 20%.

Congress Middle School

Cougars on the *R.I.S.E* is a schoolwide reading initiative holding the entire school community accountable for supporting FCAT Level 1 readers. The title, "Cougars on the *R.I.S.E*" will serve as the instructional and academic focus for the 2006-2007 school year. Research by Ivey & Fisher (in press) supports total school initiatives and found that real changes in literacy learning resulted from a schoolwide literacy plan and backed by strong leadership. To this endeavor, school banners, marquee, letterhead, website and other promotional/media venues will reflect the "Cougars on the *R.I.S.E*" theme and serve as an umbrella for organizing and reinforcing current School District of Palm Beach County (SDPBC)/Florida Department of Education (FDOE) reading initiatives:

- Just Read, Florida! Reading Coach (facilitates weekly professional development opportunities for all reading teachers; serves on the Reading Leadership Team along with the Principal, Assistant Principal, Reading Teachers, and Media Specialist; monitors the K-12 Comprehensive Reading Plan)
- Project *CRISS* - *Creating Independence through Student-owned Strategies* Professional Development activities; Social Studies Content-Enhancement Reading activities; and Middle School Learning Team Meeting: *Reading in the Content Areas* Professional Development Curriculum (all of these initiatives have been provided by the SDPBC Secondary, Adult, and Community Education Department as professional development opportunities focusing on reading in the content areas).

The Title I School Improvement Grant will target the 307 students identified as FCAT SSS Level 1 readers. Allocated funds will be utilized for personnel, tutorials, and supplies for services directly related to these students as follows:

- A full-time Reading Lab Teacher
- Novels, ancillaries, lessons, video books, and books on tape

Reading Lab Teacher

Elbaum, Vaughn, Hughes, & Moody (2000) and Boston (2002) found that middle school students receive significant benefits from tutoring that targets individual student's needs and builds independence. The Reading Lab Teacher will be a highly qualified, experienced full-time reading teacher with technology experience. The primary duties of this position will involve targeting and monitoring all FCAT Level 1 Reading students for individualized and whole-group instruction. Each of the current intensive Reading Block sections will be scheduled into the Reading Lab for a minimum of 90 minutes per week (only FCAT Level 1 Reading students will be scheduled for Intensive Reading classes). The Reading Lab Teacher will work cooperatively with the Intensive Reading Teacher utilizing a combination of SDPBC approved reading assessments and instructional software – Intensive Reading Curriculum, Scholastic Reading Inventory (SRI), FCAT Explorer, EDL 100, Reading Counts, EBSCO Online Reader and the newly acquired *Jamestown Reading Navigator*. Ongoing professional development pertaining to

reading curriculum and technology is provided by the SDPBC. Additionally, the SDPBC has purchased *Jamestown Reading Navigator* site licenses for every FCAT Level 1 Reading student enrolled in Title I schools. Gina Charla, SDPBC K-12 Comprehensive Reading/LTM Administrator, conducted the *Jamestown Reading Navigator* program review and found the curriculum to be a reading rich intervention software with differentiated instruction in the essential areas of Reading eliciting high student engagement and learning gains in the area of Reading.

Tutorials

Individualized instruction will be provided to all FCAT Level 1 Reading students via before school, after school, and Saturday Reading Lab extended hours. The Reading Lab teacher will schedule FCAT Level 1 Reading students for individualized tutoring during morning, after school and/or Saturday hours. The Reading Lab will open for 1.5 hours in the mornings, 1.5 hours after school four days per week with transportation provided, and three hours on Saturdays for 30 weeks. The extended Reading Lab hours will account for 450 tutorial hours during the 2006-2007 school year.

The Literacy Lab Teacher will cooperatively work with the Reading Coach to implement Intensive Reading lessons utilizing the Secondary Intensive Reading Block (25 minutes whole-group instruction, 5 minutes warm-up, 35 minutes differentiated instruction, 20 minutes independent reading, and 5 minutes closing). Individual tutorials will be governed by data from the *Jamestown Reading Navigator* Aims Webmeasure assessments that contain numerous external reading checks, assigns students to reading levels, and provides practice in individual reading skills.

Supplies

FCAT Test Maker software will replace current FCAT practice workbooks (such as *Sharpen Up* and *FCAT Coach*), is an unlimited site license, provides FCAT test item specifications, summative assessments, diagnostic assessments, and FCAT simulations. Teachers of FCAT Level 1 readers will use this resource to create individualized reading skills practice and assessment.

The books, ancillaries, novel guides, books on video and tape will provide 1,000 new high-interest titles for the Media Center and four classroom sets (30 copies in a set) of content-based titles per grade level affording Math, Science, Language Arts, and Social Studies teachers the opportunity to teach a novel, build classroom libraries, and conduct independent reading. Research supports Silent Sustained Reading (Pilgren, 2000) and access to a variety of reading materials that is both interesting and content-related (Marzano, 2004).

Delray-Boynton Academy

Delray-Boynton Academy recently converted from a Charter School to an Alternative School with a contract to service Palm Beach County students. Students are in grade 6th, 7th, and 8th. Our students are placed here for reasons other than academic, which includes behavior and emotional. However, 89% of our students are below Level 3 on FCAT in FY05.

The Title I Grant will be utilized to supplement our Reading Program. The objective is to help our at-risk students increase their reading skills and to be able to read at grade level. Our goal is to increase their reading skills by one or two grade levels. *The Intensive Reading Program* will be a pullout program for students who scored Level 1 on the FCAT. A

scientifically research based program, Scholastic XL, will be used. This program has been purchased with other funds.

What support in addition to this funded initiative and professional development is provided by the district for this group of students?

The School District provides workshops and teacher staff training to develop better classroom management, skills, curriculum, and FCAT strategies. The District ESE teacher provides technical assistance for teachers in the area of curriculum and behavioral strategies.

How will the district assure that the key resources necessary to implement this project (i.e. professional and technical services, technological and/or material/supplies) will be in place at the school site, and accessible to the classroom teachers who will be implementing this program and students who will be utilizing these services and resources?

The District Title I Department will assist the school with accessing their funds.

When and where will the intensive tutorials be scheduled for each of the students in this target population? Please include the number of sessions that will be available and how many minutes per student. What measures shall be implanted to ensure that these services supplement existing services that may already be provided to eligible students and how these programs and services will be integrated? What instrument(s) will be used to assess the students' progress in mastering grade level benchmarks and how will the results of the interim assessments be used to modify instruction?

The Intensive Tutorial Program will be held in the multipurpose room at the school. The Intensive Reading Program will be held Monday through Thursday, from 9:00 a.m to 1:00 p.m. There will be four sessions daily. Student will either meet Monday and Wednesday or Tuesday and Thursday. Each session will consist of four students for 45 minutes for a total of 32 students per week. The assessments from the Scholastic XL Reading Program will be used to assess students' progress. Students will also be given a written assessment every 3 weeks by the reading teacher to measure the skills that he/she has mastered. Regular classroom teachers will administer tests and quizzes to check for reading comprehension progress on a regular basis. Individual student success plans will be reviewed by the Principal periodically throughout the year. Results of the assessment will be used to modify instruction.

Name school staff member(s) and current school-based responsibilities that will be available during this scheduled time to support the implementation of this program.

- Joe Green-Principal
- Dieunet Demosthene-Administrative Assistant

A certified reading teacher will be hired as the part-time tutor for the tutorial program.

What administrative systems are in place to provide instructional leadership on a daily basis for this initiative? Who will be the school administrator assigned the leadership role for this initiative?

Joe Green, the school principal, will assume the leadership role for this initiative. Scholastic XL computer based reports will be reviewed by the administration.

Everglades Preparatory Academy

As a secondary charter school in an impoverished rural area with some of the lowest FCAT scores to date in Florida as of April 20, 2006, we at Everglades Preparatory Academy, Inc. are in a unique and challenging position for we have nowhere but up to go. To assist our Level 1 reading students, we have chosen the *Reading Advantage* program from the Great Source Education Group of Houghton Mifflin Company. The program sought will develop essential reading comprehension skills, including decoding multi-syllable words, comprehending complex syntax, and understanding context clues. The program will further build reading strategies, background knowledge, and vocabulary, while strengthening reading fluency and allowing students to gain experience reading a wide range of non-fiction genres, including interviews, news articles, and photo essays. This program has the intensity that is needed with our students without being didactic. It fits well with our regular curriculum when used as an adjunct to the regular reading program. After implementation, the student is expected to transition from guided reading to independent to become a proficient and confident reader who actually enjoys reading. These goals are achievable and implementation of the program is expected to have a positive effect on student achievement.

The intensive tutorials will be scheduled for each student in the select population based on the regular school operational hours with early evening and Saturday classes available dependent on the students' needs and scheduling. The program chosen allows for individualized instruction in 30 minute intervals. Initially all students will be assigned three (3) intensive tutorials per week. This schedule will be maintained until the student's growth and learning rate can be established. Inclusion in the program will require an appropriate FCAT score with ancillary SRI and Reading Advantage Tests used to further fine tune the student's level and needs. Once the benchmark is established bi-weekly assessments utilizing the Reading Advantage system will establish the growth rate and pattern and allow for adjustments in the frequency and level of intense instruction. Further, these bi-weekly evaluations will allow all the instructors involved with the student to add their input to further pinpoint the student's needs. FCAT and SRI standards will be assessed on a bi-monthly basis. This will determine the student's progress in mastering grade level benchmarks whereas the bi-weekly reports will be used to increase or maintain the levels of intensive intervention and hope for movement into more traditional reading venues offered in the school to grade-level students. The reading program will also be offered in summer school.

As this reading program is being offered at Glades Central High School the program will be contiguous and interfacing with county feeder schools in the 2006-2007 school year. Another validation of this program is its effective use of print and computer generated activities that allow expansion and transition so that reading does not become just another video game. The cost of the *Reading Advantage* program has been agreed to be within the budget allocated by this grant award making its adoption both educationally and fiscally feasible and effective.

Mrs. Eddie Blakely, our current certified reading teacher, will be the lead teacher in the implementation of this program and will be available during the scheduled times to support the program. Mr. Enos Gaudet, our current certified secondary language arts teacher, will be assisting Ms. Blakely in this implementation and in the coordination of a total package of language arts/reading skills.

Antoine Russell, School Principal, will monitor the program from an administrative level by reviewing the bi-weekly reports and overseeing the bi-monthly SRI and FCAT testing.

Further, Mr. Russell will be monitoring the students on an individual basis to provide further depth of instruction and necessary help with parent liaisons.

As previously mentioned the cost of the program is within the budget parameters of this grant and we have been assured that the services of the Houghton Mifflin organization will be provided at the same level as those of our sister school, Glades Central High School in Belle Glade.

Forest Hill Community High School

Forest Hill Community High School's Reading Improvement Program is designed to promote and increase student achievement and skill mastery in the area of reading. Florida Department of Education student reading test results indicate critical areas for student reading improvement. Demographic and sub-group data indicate the importance of developing a multi-dimensional program which addresses each categorical sub-group deficiency.

The Forest Hill Community High School Reading Improvement Program is supported by the current literature which suggests that student reading achievement can be improved through intensive tutorial programs, peer-group tutorials, and computer assisted learning. The research published in the *Reading Improvement Journal*, by Donna Sanderson, shows the success of structured after school tutorials in improving students' literacy skills. The literature further advocates the consideration of institutional structural modifications; classroom and teaching reforms, the development of special instructional program offerings, and the utilization of computer technology.

The Forest Hill Community High School Reading Improvement Program will employ three additional reading teachers, decrease the student/teacher ratio in all Level 1 reading classes, identify target student populations lacking reading level skill mastery, develop appropriate programs to address the needs of each targeted population, and utilize intensive classroom remediation based on effective teaching methods and strategies for all identified Level 1 students.

The Forest Hill Community High School Reading Improvement Program will utilize small group and individualized computer assisted instruction, enhanced by the continued use of established programs, and especially through the use of FCAT Middle School and High School tutorials and test maker programs.

Teacher directed after school and evening tutorials programs, Credit Lab remedial services, providing the opportunities for guided independent learning, Saturday tutorial programs, and summer tutorial programs will be established to promote student reading skill mastery. Forest Hill Community High School will apply received funding to accomplish the successful implementation of the reading improvement program as designed. Forest Hill Community High School's reading improvement program is designed to address student achievement as reported on the most currently available FCAT Reading test results. The Forest Hill Community High School program is a continuous improvement model, grounded in teaching and learning strategies, reflected in the Sunshine State Standards and benchmarks, which address our student performance mastery needs.

Thirty-Seven percent of all students scored at Level 1; 53% of 9th and 10th grade African American students scored at Level 1; 27% of 9th and 10th grade Hispanic students scored at Level 1; 32% of economically disadvantaged students scored at Level 1; 14% of Limited English Proficiency (LEP) students scored at Level 1 or 2; 83% of all students with disabilities scored Level 1 or 2.

Research indicates that the most effective strategies to address the performance needs of our identified student population are intensive instruction/tutoring, peer-tutoring, and computer based instruction.

Program Design:

Institutional structural considerations: A review of the literature indicates that the most effective methods of improving student achievement include reduced class size, the utilization of computer based tutorial instruction, and faculty collegial development.

Student testing results will be disaggregated by student sub-groups to identify areas of student performance most in need of improvement. Grade 9-12 students scoring Level 1 on the Reading portion of the FCAT will be scheduled into Intensive Reading classes at an 18:1 student/teacher ratio. Students identified as Level 1 on the Reading portion of the FCAT will be enrolled in classes utilizing the Reading Advantage Program and/or READ 180 Program.

Classroom teachers will be provided the opportunity for continuous professional development.

Institutional classroom considerations: The literature indicates that student performance and skill mastery improves when course content and teaching strategies are aligned with standards and benchmarks, when multiple teaching strategies are employed to address varying student learning styles, when students are provided opportunities to work independently and receive timely feedback, and when student test data becomes the basis for instructional development and decision making.

Teachers will utilize appropriate course scope, sequence, and pacing charts. Teachers will develop an instructional time line reflecting Sunshine State Standards and learning benchmarks. Class lessons will incorporate the overlaying of reading strategies in multiple content areas.

Outside reading assignments will be assigned and assessed by Reading Counts Analysis of student data obtained from the administration of common assessments every three weeks.

Institutional teacher considerations: The literature indicates that student performance and skill mastery improve with intensive focused classroom instruction based upon best practices as determined through collaborative teacher lesson plan development. Further, the literature supports the use of common assessments to coordinate course objectives with established desired standards.

- Establishment of 3 new Reading teacher positions
- Reading and Content Area teachers will attend and participate in regularly scheduled monthly learning team meetings
- Reading and Content Area teachers will attend and participate in follow-up sessions provided bi-weekly
- Teachers will develop, administer, and analyze data obtained from quality teacher developed assessments aligned with the Sunshine State Standards
- Awareness of student performance progress, teachers will modify classroom strategies and targeted objectives.

Institutional special programs: The literature indicates that student performance and skill mastery improve with extensive tutorial and peer tutoring.

We will offer a comprehensive FCAT Summer Camp in June 2006 and 2007, targeting incoming 9th and 10th grade students. The camp will include assistance in reading, writing, mathematics, and science. Additionally, a Saturday Tutorial Program will be offered for students receiving a score of Level 1 in reading and/or for all 11th and 12th grade students who have not yet met the FCAT graduation requirements. Community School Credit Lab programs will be available to students on a daily basis.

Special Equipment: The literature indicates that student performance and skill mastery improve with the use of computer assisted tutorial programs.

- FCAT Test Maker (Middle and High School Editions)
- Community School Credit Lab programs (NOVANET/FCAT Prep)
- FCAT Explorer

What support in addition to this funded initiative and professional development is being provided by the district for this group of students?

To improve the reading achievements of our students receiving a score of Level 1 in reading, the district provides reading support through Research-based Programs such as READ 180 and EDL 100. In addition to funding these programs they also provide technology reading support programs such as United Streaming and FCAT Explorer.

How will the district assure that the key resources necessary to implement this project (i.e. professional and technical services, technological and/or materials/supplies) will be in place at the school site and accessible to the classroom teachers who will be implementing this program and students who will be utilizing these services and resources?

Forest Hill Community High School will continue to submit annual reports to the District such as:

- Property Records
- Software Log
- 5 Year Technology Plan
- Budgetary allocations and requests
- School Improvement Plan

When and where will the intensive tutorials be scheduled for each of the students in this target population? Please include the number of sessions that will be available and how many minutes per student. What measures shall be implemented to ensure that these services supplement existing services that may already be provided to eligible students and how these programs and services will be integrated?

Identified students will receive regular classroom instruction as per the school alternate day schedule of 100 minute periods. This instruction will be supplemented by after school tutorials conducted by teachers and honor students from 3:00 p.m. to 5:00 p.m. Monday through Thursday, Saturdays from 9:00 a.m. to 12:00 p.m., Computer Lab Monday through Thursday 3:00 p.m. to 9:00 p.m..

What instrument(s) will be used to assess the students' progress in mastering grade level benchmarks and how will the results of the interim assessments be used to modify instruction?

Monitor student progress throughout the year through the SSS Diagnostic Tests, Scholastic Reading Inventory (SRI), common assessments, FCAT, and teacher-developed assessments.

Name school staff member(s) and current school-based responsibilities that will be available during this scheduled time to support the implementation of this program.

To support the implementation of this program, certified reading teachers will be assigned to each structural "House". An additional three reading teacher positions will be established to meet staffing requirements for the program. Additionally, administrative support will include an assistant principal, guidance counselor, curriculum instructional specialist, department chairperson, and core content teachers.

What administrative systems are in place to provide instructional leadership on a daily basis for this initiative? Who will be the school administrator assigned the leadership role for this initiative?

Administrative systems that will provide instructional leadership on a daily basis are naturally found in the schools institutional structure of the "House" system, modeled after Small Learning Communities. School staff assigned the administrative role for this initiative will include "House" staff administrators, assisted by a school based reading coach, and a school based AAA School facilitator.

Gulfstream Goodwill Career Academy

The purpose of the Title 1 School Improvement Initiative is to increase the achievement of students in Title 1 schools that scored Level 1 in reading on the Florida Comprehensive Assessment Test (FCAT). These funds are being requested by Gulfstream Goodwill Career Academy to institute an intensive after school tutorial program for reading.

Gulfstream Goodwill Career Academy has 32 male students and 30 female students. Greater than 80% of these students are reading below grade level when they enroll in the school. The following demographics are available concerning the student body ($n=62$ students):

24% White
66% Black
10% Hispanic

1 student LEP
5 students ESE

33 students (55%) eligible for F/R Lunch

FCAT scores for March, 2005, in reading show that 71% of grade 9 students and 78% of grade 10 students were reading at a Level 1; and 5% of grade 9 students and 22% of grade 10 students were reading at a Level 2. FCAT scores for March, 2006, are not available at the time this proposal was written. Although some improvement is expected, Gulfstream Goodwill

Career Academy recognizes that many students will be below Level 3 in reading this year. The need for an intensive reading tutorial program is clearly indicated by these results.

Gulfstream Goodwill Career Academy addresses the needs of low-performing readers in the School Improvement Plan. The Scholastic Corporation's READ 180 program has been purchased and will be implemented for all readers who scored at Level 1 on the FCAT for reading. This program has significant long-term research results that support its appropriateness for this population of students. The READ 180 program provides direction for a comprehensive program that can easily be extended to after school programs. Teachers (tutors) and students will have access to computers and program software for individual instruction and remediation. Texts that are age appropriate and motivating are available for students to read. Intensive small group instruction will be delivered up to 4 days per week for one hour each day after school to students who are targeted for this program. Groups will not exceed 6 students, and much of the work will be individualized. It is anticipated that each student will receive a minimum of 2 hours of tutorial service per week, with up to 4 hours being available. Parents are supportive of the initiative and will assure that their children participate when indicated. Students will attend the sessions at the Wayne Barton Study Center as an extension of their school day. Student progress will be measured using assessment materials included in the READ 180 program. Pre- and post-tests will be administered, and FCAT results will be used in planning for each student. The program's materials are aligned to grade level expectations for the State of Florida, so progress towards statewide goals will be easily obtained. Tutors will provide weekly progress notes to classroom teachers to assist with carryover to the classroom environment. Students' successes will be acknowledged by teachers and administrators. This program will assist the school in addressing the Florida SBE Strategic Imperative 3: to improve students' rate of learning and to have every student proficient on grade level in reading. The school's goal is to minimally move 20% of Level 1 students to a Level 2. Students will continue to be eligible for the program until they demonstrate a score of Level 3 or higher on the FCAT for reading.

The tutorial positions will be offered first to the regular teachers at Gulfstream Goodwill Career Academy. This will ensure the best continuity between the regular school day and the after school program. If teachers are not available, tutoring positions will be advertised locally and recruited based on the candidate's level of experience and area of certification. Mr. Robert Fishbein, Principal, will be available on campus to supervise the program and to provide leadership. One of the tutors will be the English/Language Arts instructor during the regular school day. This individual will serve as the Lead Teacher for the tutoring program, and will assure that there is continuity between the school day and after school programs and will provide direction to other tutors, as needed. This individual will be instrumental in selecting materials for instruction and assessment and will train other staff to use the selected materials. All tutors will be expected to contact parents at least once per month with written progress reports. Phone calls will be used to supplement these reports. Parents and students will be given contact information for the tutors.

Parents and students will receive a flyer about the tutorial program at the beginning of the 2006-07 school year. The flyers will be available at the school at all times and will be used for referrals as appropriate. Individual notices will be mailed to each home of an eligible student, with a form to return indicating a student's enrollment in the after school program. All Level 1 students are eligible to self-refer with parent permission, but students who are 18 years of age may self-refer without parent permission. The school's website also will provide information about the tutorial program, and the bi-monthly newsletter will include information. The program

will be presented at Open House at the beginning of the school year. Parents and students will be able to see the materials and hear about the expected outcomes. The focus will always be on *success for all*.

John F. Kennedy Middle School

Effective research-based strategies and methods:

Dr. Janet Allen's Plugged-in to Reading is a literature-based program for middle schools. Dr. Allen has 20 years classroom teaching and extensive experience as a researcher in adolescent literacy. She is an international consultant, researcher, author, and innovator. She has become a major force in literacy work with at-risk students. Since John F. Kennedy Middle School (JFKMS) is a low socio-economic school with a high at-risk population, we believe Dr. Allen's Plugged-in to Reading program is ideal for our needs. Information about Plugged-in to Reading can be found at <http://www.pluggedintoreading.com>.

What makes Plugged-in to Reading effective?

Research Based

Research shows struggling readers make significant gains in reading achievement when instruction includes recorded books. Dr. Allen's program uses audio books to support struggling readers as a step on the way to independent reading. This is widely practiced and research-based instructional strategy.

Builds Independence

The instructional model promotes the gradual release of responsibility for learning from the teacher to the student through teacher-directed instruction, peer-supported learning, and self-directed learning. Teachers use Literature Circles in their classrooms and engage small groups at classroom reading tables for follow-up book discussions. Using differently shaped, and brightly colored tables within the classroom will also add an element of interest in the classroom. The kidney shaped table will be used for small group instructions. The rectangular and round tables will be used for students' independent reading groups and projects (i.e., bookbinding). A smart board for each teacher will be an asset for the "Plugged-in to Reading" program because of its ability to display objects for whole class viewing. Student work and text excerpts will be displayed promptly for immediate feedback and discussion, thus sparking student interest.

Sparks Interest in Reading

High-interest authentic literature catches the attention of even the most resistant and reluctant students. Dr. Allen's program offers topics of interest through a variety of genres which are specifically designed for adolescents.

Plugged-in to Reading incorporates the following Key elements in Programs designed to improve adolescent literacy achievement in middle and high schools (Reading Next, a Report from Carnegie Corporation of New York, Alliance for Excellent Education):

- Direct, explicit comprehension instruction
- Effective instructional principles embedded in content
- Motivation and self-directed learning
- Diverse text
- Intensive writing
- A technology component

- Ongoing formative assessment of students
- Professional development

This school serves a student population of 1,011 students in grades 6-8. Our current No Child Left Behind SPAR indicates our students are 90% Black; 5% Hispanic; 1% White, 4% other, 10% ESE students, and 7% LEP students. JFKMS is classified as a “high poverty” school ranking in the top 25% of schools eligible for free/reduced-price lunch with 89% of its students qualifying for the Federal/Free/Reduced meals program. More than half our students read below grade level.

At John Fitzgerald Kennedy Middle School the class size reduction laws are being met with a 20-25 student class size average. Intensive Reading class size averages are 18 students per section. Currently, intensive reading teachers serve our Level 1 readers and our Level 2 readers. Next year, they will serve Level 1 readers specifically; the Level 2 readers will receive reading instruction through their content area classes.

Support from the District

This is a Title I school which receives federal and state funding. The FY07 Title I Budget will support the reading initiative for this group of students. There are also funds provided for additional staff development and instructional materials. The Title I District Personnel along with our school’s Title I Contact will assure that the key resources necessary to implement this school improvement initiative will be in place at JFKMS before FY06-07 begins.

Next year, the school day at JFKMS will begin at 7:30 a.m. and end at 3:15 p.m. for students. The first block, Period 1, will be an “extended” Period 1 and will end at 9:15 a.m. All following periods (Periods 2-6) will be 50 minutes in length. Also, a 30 minute enrichment period will take place after each lunch period on Monday through Friday in grades 6-8. The projected enrollment at JFKMS for FY 2006-2007 is 992 students. Next year, JFKMS will institute an extended workday for all teachers. Teachers will remain on campus one additional hour after students are dismissed.

Intensive Reading Classes

Next year at JFKMS, there will be a specific plan in place to help address the reading needs of our 378+ Level 1 readers. The lowest 25% Level 1 readers (6-8) will be enrolled in the “extended” Intensive Reading course during Period 1. All remaining Level 1 readers (6-8) will be enrolled in an Intensive Reading course. Each Intensive Reading course will be backed by a Language Arts class. Level 1 students will travel from Intensive Reading to Language Arts. Intensive Reading classrooms are already equipped with computers and are set up so that teachers can conduct small group rotations.

All teachers at JFKMS are “highly qualified.” Each reading teacher will be certified in reading. There will be two reading teachers in each grade level (6-8). There will also be a reading teacher in the ESE department for full-time ESE students, and there will be a reading teacher in the ESOL department to teach Developmental Language Arts (6-8) through Reading, an ESOL intensive reading course. This school is equipped with furnished reading classrooms with internet access. The district also provides the READ 180 program.

In addition to being enrolled in an Intensive Reading class, our Level 1 readers will be assigned to one of the following tutorial sessions on our school campus:

- An after school tutorial two days per week from 3:15 p.m. – 4:15 p.m.
- A Saturday School tutorial from 9:00 a.m. – 11:00 a.m.

- A pull out tutorial two times per week during a student's elective
- A 30 minute tutorial (Monday – Friday) during the Enrichment Session following lunch in grades 6-8.

The Reading Teacher

The reading teacher, a position funded through this grant, will be used to serve as teacher and facilitator of Plugged-in to Reading. This individual will teach Intensive Reading classes (4 periods). One period will be used for planning, the other will be used to facilitate the implementation of "Plugged-in to Reading."

Professional Development

Reading Teachers will attend a 1 day training (during Pre-School) provided by Recorded Books at no additional fee. In the late Fall/early Winter Recorded Books will provide another one day workshop at no additional cost which will consist mainly of classroom walk-throughs and follow-up meetings with each teacher at the close of the school day. Teachers will be encouraged to attend Dr. Allen's (4 day) Reading Institute in northern Florida and substitute teachers will be needed.

This Plugged-in to Reading teacher/facilitator must attend the professional development conference along with two reading teachers (one from each grade level) to train for the "Plugged-in to Reading" program. A total of three teachers are budgeted to attend.

This reading teacher/program facilitator will be expected to train all reading teachers in the optimal use of Plugged-in to Reading and will facilitate its use and assess students' reading progress throughout the school year. This reading teacher/facilitator must also attend Dr. Allen's four day Reading Institute which is held in central Florida. Two teachers, one from each grade level, will be encouraged to attend. This expense is included in the budget.

This reading teacher/program facilitator will be assigned to a reading classroom which is set up for reading rotations. This teacher will work closely with the existing Reading Department Chairperson/Coach. During the reading contact period, this individual will be able to train and monitor staff in the use of Plugged-in to Reading and will be able to conduct "pull out" tutorials as needed with Level 1 students. This teacher will also tutor students after school two days per week from 3:15 p.m. – 4:15 p.m. Three days per week this teacher will be available to train and assist reading teachers in Plugged-in to Reading from 3:15 p.m. – 4:15 p.m. This will be a time utilized for reading team or interdisciplinary team planning and in-school professional development.

JFKMS partners with the City and business community. For example, we partner with the City of Riviera Beach, the Port of Palm Beach, Platform Learning, Junior Achievement, Take Stock in Children, the New Beginnings Community Development Center, Inc., and Quiznos.

As of FY06 JFKMS partners with the New Beginnings Community Development Center, Inc. which provides us with The Beacon Center on this campus. The goal of The Beacon Center is to bridge the gap between students, parents, schools, and other community resource agencies for the empowerment of the entire family. The Beacon Center provides year-round supervised, structured activities for community residents during the most critical time of the day (3:15 p.m. – 6:00 p.m.). The Beacon Center staff provides academic assistance and reading tutorials daily during this time slot. Currently, we have an After School Program from 3:00 p.m. – 5:00 p.m. (3:30 p.m. – 5:30 p.m. next year) which offers an array of academic tutorials including reading. Reading tutorials are also offered in the media center on Saturdays (9:00 a.m. – 11:00 a.m.)

through the JFKMS Viking Academy. This year, all Level 1 and Level 2 Reading students were assigned to a tutorial, however, all students did not attend after school or on Saturday. We have seen that there is a need for structured tutorials during the regular school day. The Plugged-in to Reading teacher and program will address this.

Dissemination/Marketing

When program funding is officially approved, parents and staff will be notified at the School Advisory Council and Parent-Teacher Organization meetings. It will also be placed in The Viking Voice, an attractive JFKMS newsletter which is mailed to parents of all students. It will be placed on Edline too. Our two ESOL Community Language Facilitators will write it in a language that all our parents and community members will understand (i.e., Creole, Spanish). Teachers and staff will be made aware of this program at a faculty meeting prior to the close of this 2005-2006 school year. Materials will be disseminated at quarterly Parent Information Nights.

Assessment Instruments to be Used

The following assessment instruments and systems will be used to monitor students' progress:

- Administrators will review and analyze quarterly reading grades, SRI Scores, and reading progress reports.
- Administrators will conduct daily classroom "walk throughs" in each grade level reading class.
- The Reading Facilitator will assist teachers daily with implementation of the program.
- The Reading Coach will analyze data (i.e., program test scores, SRI scores).

Through Learning Team meetings, teachers will review data of reading scores from the fall SRI test and later from the district's SSS Reading Diagnostic to determine progress and whether or not modifications need to be made in instruction. Also, easy-to-use Plugged-in to Reading Student Assessments are included in this program, as well as comprehension checks that model questions on high-stakes tests for each book.

The Reading facilitator will train all reading teachers in the use of the Plugged-in to Reading Student Assessment.

School Staff Members and Responsibilities

The principal (Mr. Donald Green), Assistant Principals (Ms. Elizabeth Fields, Mr. Eugene Ford, Dr. Joan Lagoulis, Ms. Revetta Lowe), Reading Coach (Ms. Janice Cheatham), Learning Team Facilitator (Ms. Sophia Fasolakis), the Plugged-in to Reading teacher/facilitator (TBD), will be responsible in seeing that this program is fully monitored so that it will be effective and ultimately reading gains occur.

Support of Reading/Strategic Imperatives

Dr. Janet Allen's Plugged-in to Reading, a literature-based reading program, supports the Florida State Board of Education (SBE) strategic imperative 3: Improve Students Rate of Learning. When learning takes place, the students vocabulary develops and comprehension increases, and the student begins to develop a love for reading and enjoys reading.

Leadership role for this Initiative

The school's Principal, Mr. Donald Green, will hold the leadership role for this initiative.

Reporting Outcomes

JFKMS will submit annual reports and any other pertinent information as required.

- Documentation of implementation of the program in nine intensive reading classes.
- Documentation of tutorial sessions
- Daily student attendance reports
- Any other pertinent information regarding this initiative

From our baseline number of students we will demonstrate an increase in the reading scores of Level 1 students, reducing the number of Level 1 students by at least 20%. This is including, but not limited to, at least 20% of 6th, 7th, and 8th grade Level 1 students will increase to Level 2 or above in reading by the close of the 2006-2007 school year.

In FY07 all Level 1 Reading students (6-8) will be enrolled in a daily reading tutorial after lunch period. Plugged-in to Reading will be used.

6 th Grade Lunch/Enrichment & Tutorials 10:15 – 10:45 (Lunch 1) 10:45 – 11:15 (Lunch 2)	7 th Grade Lunch/Enrichment & Tutorials 11:20 – 11:50 (Lunch 3) 11:50 – 12:20 (Lunch 4)	8 th Grade Lunch/Enrichment & Tutorials 12:25 – 12:55 (Lunch 5) 12:55 – 1:25 (Lunch 6)
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Lake Worth Middle School

Lake Worth Middle School is committed to raising student achievement through reading for our Level 1 students. We would like to use the grant funds to hire three additional reading teachers in order to reduce class size as well as provide small group instruction. In addition we will be buying the reading components of the Skills Tutor Software from Achievement Technologies. We are confident that these additional resources will allow us to continue to make forward progress in accomplishing Adequate Yearly Progress for all students at Lake Worth Community Middle School.

Our total allocation of \$147,660 will be used to fund three teacher salaries totaling \$141,660 and purchasing the software at a cost of \$6,000. The remaining \$3,635 will be paid for out of FY 06-07 Title I Staff Development funds. In addition to this software the total cost \$9,635 will provide highly structured staff development as well as a three-year unlimited use site license for Lake Worth Middle School.

The district has provided support for this group of students through the Learning Team Meetings and a reading coach. The district will continue to provide us with internet access and the use of our Title I computers in conjunction with the Department of Instructional Technology since our software is internet base.

We intend on using Skills Tutor as an intensive tutorial for our Level 1 and 2 students. The daily sessions will be sixty minutes per student and will be offered in all content area classes that are following the rotational model, as well as, in our after school program and the PASS program. We will assess our students' progress through the AAA common assessments, diagnostics, as well as the Skills Tutor pre- and post-tests. This information will be used to modify the delivery model.

The implementation of this project will be the responsibility of Karen Marchetto and Gregorio Andres. The administrator in charge will be Miriam Williams and the administrator assigned the leadership role for this initiative is Bob Hatcher.

Noah's Ark International Charter

Noah's Ark International Charter has a significant number of 3rd, 4th, and 5th grade students scoring in Level 1 on the FCAT reading exam. In an effort to raise student achievement, the school will have Saturday tutorial sessions from September through March. Separate Title I funds will be used to support the Saturday tutorial. Level 1 students will attend three hour sessions once per week. The students will be in small groups for most of their session. The small group allows the teacher to give special attention to the students. The students will be instructed in reading skills using Scholastic Reading Counts, the Fluency Formula, and the Marilyn Burns Libraries. In addition to the Saturday Tutorial paid staff, the school will have additional reading teachers as volunteers. Having extra volunteers will allow each student to have at least twenty minutes of individualized instruction per three hour session.

Additional funds will be used to purchase a site license for Scholastic Reading Counts; a reading software program specifically designed to improve reading skills for students. The software has a holistic approach to reading, but also includes phonics which is different than our current reading software. Teachers will receive staff development from Scholastic's Professional Development Department.

Reading curriculum materials, (Marilyn Burns Libraries) and other materials will be purchased using the Title I funds to supplement the grant.

Saturday Tutorial Program

Two teachers will be selected to tutor students once per week, three hours per session from September through March. These teachers will be assigned Level 1 reading students as identified by the FY06 FCAT Reading results. The teachers will be giving individualized attention to these students who might not otherwise receive individual attention in a large classroom setting. Each child will receive at least 20 minutes of individualized instruction per three hour session. Students will receive leveled books and instructions according to their first Sunshine State Diagnostic exam and through a Reading Counts quiz.

The instrument that will be used to assess the students' progress in mastering grade level benchmarks will be provided by Scholastic weekly through Reading Counts Quizzes and the District's Common Assessments. The administrators, reading coach and the tutors will collaborate to modify instruction as needed.

To prepare for the Saturday Tutorial, Scholastic will train teachers and staff on Reading Counts. This professional development is included in the price of the license. The sessions will be on site.

2 Teachers \$2,984

Additional Teachers

Additional reading teachers will be used to lower teacher/student ratio and assist in classrooms. These tutors will volunteer their time.

Ericka Hadden (teacher) and Mr. Durden (Principal) will be the administrators for this grant.

Software

A site license will be purchased for Reading Counts from Scholastic. This is an Internet-based program that has been shown to raise reading achievement levels among elementary students. The program will be utilized in the Saturday tutorial as well as in the classrooms. Prior Title I funds were able to furnish computers within every classroom.

One-Year Site License \$4,506

Pahokee Middle/Senior High School

At Pahokee Middle/Senior High School we currently have 338 Level 1 readers in grades 7 – 10. With the funding from the School Improvement Grant, we will supplement the reading program that is currently used in our reading classes, provide intensive tutoring opportunities for all Level 1 readers, hire additional reading teachers, and provide a summer reading camp for Level 1 students.

The primary objective for FY07 at Pahokee Middle/Senior High School is to increase student achievement in the area of reading. In order to achieve this goal, we will adopt a four pronged approach. We will purchase SRA reading materials to supplement our existing reading program. Secondly, we will provide structured tutoring opportunities for our Level 1 students. Thirdly, we will hire additional reading teachers. Finally, we will provide a summer reading camp for interested Level 1 students.

With this grant funding, we will purchase additional SRA reading kits for each of our reading classrooms including ESE & ESOL. Teacher training, provided by the manufacturing company at no cost to the school, for implementation of the SRA program has already begun at the school site.

Tutoring for all Level 1 students will be provided for one hour daily after school, four days a week for 144 days. The teachers who provide this tutoring will be our language arts and reading teachers; however, no student will be enrolled with his or her current reading or language arts teacher. We hope that this distinction will help to provide students with a fresh approach to the problem of accelerated reading achievement.

We will hire two additional “reading” teachers to reduce class size of our intensive reading classes. Finally, a summer reading camp will be provided in July for interested Level 1 reading students. This camp will last for three weeks, three hours per day, Monday through Thursday. Transportation will be provided. It will be staffed by the teachers of our RAP (Reading Academy Program) team who have demonstrated outstanding results this year. This camp will be print-rich, discussion-driven; in short, unlike any other reading approach that has ever been tried with these struggling readers.

Students’ progress will be assessed through the AAA common assessments, diagnostics, as well as the Skills Tutor pre- and post-test. This information will be used to modify the delivery model. We will use the teachers of the RAP/Springboard program: Esther Boyd/Mitchell, Sonya Sheppard Hunter; Kandice Dorsey, and perhaps one TBA. Their supervisor will be Fannie Hart. The Assistant Principal, Shelley Kelley, will provide the daily leadership for all the initiatives. Administrative staff will monitor to assure that every eligible student is receiving at least one of the four prong approaches.

Palm Beach Lakes High School

Based upon Palm Beach Lakes High School’s 3-year FCAT results, the district has designated the school a “School in need of Accelerated Academic Achievement (AAA)”. Due to

the failure to achieve “No Child Left Behind (NCLB)” AYP status Palm Beach Lakes High School has also been designated a “School In Need Of Improvement (SINI)”.

It is the priority for all subject area teachers, and not just the intensive reading teachers, to have a common goal of using strategies daily leading to reading improvement with supervision and monitoring. Emphasis will be placed on assisting the Level 1 students. In addition to the needs of our current student body, data for perspective freshmen feeding to us in the 2007 school year indicates upwards of 50% of the 9th graders entering are reading at Level 1. All teachers from Palm Beach Lakes High School are highly qualified as reading teachers. These teachers will instruct students in reading strategies for our tutorial program and summer reading camp. In addition, the reading coach, provided by the district, fulfills three main goals:

- Strategic planning with teachers
- Prescriptive planning for individual students
- Monitors all reading programs

The following research-based reading programs will be incorporated into our curriculum with the funds from the Title I Grant.

Fast ForWord, a computer based program, was first developed in 1997 by four internationally renowned research scientists. *Fast ForWord* products are based on over 30 years of scientific research into how the brain learns. Drawing on the concept of brain plasticity – the observation that the brain changes as we learn new skills – scientists developed a patented technology that builds learning capacity and improves overall literacy. The program will focus on memory, retention, processing, and sequencing. *Fast ForWord*, a scientifically research based program, is a series of language and reading software products that have been created to ensure that all students using this program can be brought to or above grade level. The school will be targeting Level 1 students in 9th and 10th grade, including those students who are not attaining grade level proficiency in reading/language arts, those at risk for special education, as well as students with English as a Second Language and Limited English Proficient students.

We expect that each group of students will participate in *Fast ForWord* learning activities for 40 minutes per day for an average of 8-12 weeks. After finishing with one of the *Fast ForWord* products, a student will move on to the next product in the *Fast ForWord* series. We expect that each group will, on average, make gains of 1 to 2 years. Staff will attend one of the Professional Development options provided by Scientific Learning and become proficient in the implementation of the *Fast ForWord* language and reading products and the scientific research upon which they are based. Teachers will be trained in implementing and utilizing student progress reports generated by the Internet based *Fast ForWord Progress Tracker*.

Homeroom.com is an assessment program on paper and online from The Princeton Review. The program offers specialized methods for each district. The methods are validated through assessments meeting the highest standards of psychometric analysis and reflect each state’s standardized testing format.

The programs consistent focus is on enabling the true differentiation of student instruction and teacher professional development, so that every learner receives the most targeted and effective support for his or her needs. This program will enable teachers to design customized programs that support their academic goals for Level 1 students, align standards, and equip students with the skills necessary to meet grade level performance targets.

This program will be used in a lab setting at least once a week for 50 minutes during the course of the regular academic year as well as in our summer reading camp as part of a rotational

model. The students will also be assigned homework assignments, three times each week. The assignments can be completed at home or anywhere the Internet is accessible.

Homeroom.com will be used for all Level 1 students including ESE and ESOL. It is our expectation that with the implementation of *Homeroom.com*, students will be able to read at or above grade level by the end of the ninth grade. This program will also be used in the two week summer reading camp for Level 1 9th grade students.

Language! is a text-based program published by Sopris West Educational Services that was founded in 1978. This program helps both parents and educators meet the needs of students who could experience school failure. These materials will be used to supplement the reading curriculum for the ESE and ESOL Level 1 student populations. *Language!* is a text-based program based on six dimensions of literacy content that are aligned to the current research and findings of the National Reading Panel. This program will be used for beginning ESOL, ESE students and students scoring at or below the 35th percentile on national, norm-referenced tests that cannot read and understand their grade level textbooks. This program teaches literacy comprehensively and explicitly, through six sequential integrated steps. The six dimensions form the basis for six strands of literacy instruction: Phonemic Awareness and Phonics, Word Recognition and Spelling, Vocabulary and Morphology, Grammar and Usage, Listening and Reading Comprehension, and Speaking and Writing.

We expect that each group of students will participate in *Language!* learning activities for at least 30 minutes per day throughout the school year. After finishing with one of the *Language!* products, a student will move on to the next product in the series. Teachers will be trained in implementing and utilizing the *Language!* program.

Read On! is an Educational Development Laboratories (EDL) online program, which acknowledges the interdependence of skills that compromise the four stages of the reading process - seeing, perceiving, understanding and reacting, and elaborative and/or divergent thinking. In 2005, Steck-Vaughn published *Read On!*, the latest revision of the Learning 100 System reading program. Although much of the content, all of the graphics and interface, and the back-end architecture were changed to bring to students and teachers an up-to-date and exciting program, the pedagogical model—which has a 40 year record of success in the remediation of struggling readers—in the newly renamed program remains unchanged. *Read On!* is an effective instructional model that has been shown to improve the reading ability of struggling readers.

Read On! was also evaluated to examine the alignment between the *Read On!* Program and the key instructional and infrastructural recommendations for successful middle and high school reading instruction put forth by the Alliance for Excellent Education in their report, *Reading Next: A Vision for Action and Research in Middle and High School Literacy*. The Reading Next recommendations provided the framework around which the scientific research base of the *Read On!* program was established.

Read On! System is an individually paced instructional system that automates diagnosis, instruction, practice, and reinforcement of reading and language competencies. Diagnostic assessments indicate any skill deficiencies and place learners in cycles of instruction, reinforcement, and evaluation, utilizing print materials, software, or a combination of the two. The program is designed to be one component of a comprehensive reading program. It requires teachers to be actively engaged in the process of monitoring student progress and providing individualized instruction at teachable moments. This program is not designed for extended whole class instruction on a daily basis. It has been proven to be most effective when

administered no more than 40-45 minutes per session, no more than 3 times per week. Palm Beach Lakes Level 1 Reading students will access the program twice a week on Block days for 45 minutes.

Read On! assesses learners and places them at the appropriate levels. As learners work, proven reading strategies help them build vocabulary, comprehension, fluency, and critical thinking skills. Ongoing assessment embedded in the program constantly monitors learners' progress and adjusts instruction to meet their needs. The identified needed skills will allow the teacher and student to focus on the skills they need.

Reading Counts, by Scholastic, offers books and coordinating tests for all level students. Students are given the opportunity to select books in their area of interest and lexile levels. They then take individualized tests online to determine comprehension.

Reading Counts, through the use of proven, research based strategies, is an effective way to boost reading achievement for all students. Through *Reading Counts*, achievement is positively related to the amount of time students spend reading. Students develop vocabulary and concept knowledge through extensive reading. The best way to strengthen reading skills and foster the reading habit is to see that students get reading practice with books that are carefully selected and matched to their reading level and interest. This program builds comprehension skills, as students are assessed and evaluated after completing their reading selections and instruction is adjusted as indicated.

Individual Scholastic Reading Inventory scores are used to direct students to the appropriate book selections in their areas of interest. Students can generate their own online reading lists. After students read a book, they take a computer generated quiz and receive instant feedback. Data driven reports are created to assist in assessing student progress and need for intervention.

It is expected that students in the summer reading camp will complete three *Reading Counts* books and score a minimum of 80% mastery on the respective quizzes. During the academic school year, it will be expected that students will complete a minimum of four *Reading Counts* books per a nine week period and score a minimum of 80% mastery on the respective quizzes.

All of the research-based reading programs discussed will be incorporated into our curriculum. In the summer of 2006, new 9th grade students from our feeder middle schools will be invited to attend a two week summer reading camp facilitated by the 9th grade "Ram Academy" (transition into high school academy) teaching staff. During the two week summer reading academy, students and teachers will utilize *Reading Counts*, *Homeroom.com*, and the additional requested reading materials using a rotational model allowing for small group instruction and independent reading. This will provide some comfort level to our Level 1 readers when they begin their classes in the fall and continue with the curriculum during the school year. Additional funding from the Title I School Improvement Grant will be used for more intensive tutorials for students in the targeted populations during the regular 2007 school year. Additional tutorials will be available Monday – Thursday after school from 3:00 p.m. - 5:00 p.m. in the Media Center and its adjacent computer laboratories. The members of the reading department in conjunction with the reading coach will provide the tutorial program with individualized student reports showing students strengths and weaknesses. Parents and students will be notified of the availability of tutorial programs. Progress will be assessed by using pre- and post-tests measuring state benchmarks. Practice and assessments will be the core of the tutorial regime. The Scholastic Reading Inventory will be used as the starting point. Instruction will be modified

based on the results of the post-testing and improvement in the SRI score. In conjunction with extensive tutorial, new and supplemental reading programs will be purchased with these grant monies.

Monitoring will be continuous with review of lesson plans and classroom visits. Data feedback strategies will be used in learning team meetings on professional development days. Department and faculty meetings will be arenas for shared strategies promoting reading improvement. The Assistant Principal of Curriculum in conjunction with the school's Reading Coach will facilitate this initiative.

Toussaint L'Ouverture High School for Arts & Social Justice

The initiative will be implemented during the school day, after school, and on Saturday mornings on 12 Dell desktop computers added specifically for the purpose of helping Level 1 students obtain the targeted 10th grade FCAT score. In addition to the desktops, we will add 10 laptops with internet cards to increase flexibility of setting for the delivery of supplemental reading tutorials; in other words, the laptops will allow tutors and teachers to serve more students in a greater variety of settings such as in the tutoring room, the back of the classroom, the administrative offices or wherever is most convenient for both student and tutor, including in the pavilion. These new desktops and laptops will augment our existing computer stations where students can work during the school day and be supervised by the classroom teacher or a tutor, and after school or on Saturdays by a tutor. Students may use up to two 100 minute periods per week of their elective time, and up to five 50 minute blocks, 7 periods, 5 days per week, for this tutorial. After school they may use up to 60 minutes per day, 5 days per week, and on Saturdays up to 120 minutes. The principal and language arts teachers and tutors will develop a personalized tutorial plan for each student to ensure that these services supplement existing services that are already provided to eligible students. This project will operate in conjunction with our Continuous Improvement Model (CIM), using Fact Explorer's Infinity Program with specific focus on the imbedded assessments, as well as the reading components of Riverdeep. Since Riverdeep, FCAT Explorer, and the CIM are available to our school at no charge, we are allocating funds to the additional hardware we need to allow more students to access these programs for more time during and after school.

School staff members who will be available during these scheduled times to support the implementation of this program and their current school-based responsibilities: Intensive tutorials will be provided during the school day on a pull out basis by a team of highly qualified volunteers and by a full-time Americorps literacy coalition reading tutor. In addition, the program will operate in conjunction with our intensified services by which we provide Level 1 students intensive reading courses. The same team of volunteers, tutors, and the Americorp reading tutor, under the direction of the principal, provide remediation as described. One full-time language arts teacher and two full-time ESOL teachers will assist this team.

School Leadership: The principal will provide instructional leadership on a daily basis for this initiative. She will monitor classroom instruction by making frequent classroom visits to ensure that these series supplement the core curriculum and do not replace or substitute for it. She will regularly review weekly lesson plans and consult with teachers on individual and group basis as well as hold weekly instructional meetings. In addition, she will provide feedback to teachers regarding their lesson plans, their instructional focus calendars, and their students' continuously updated disaggregated data from FCAT exams, district SSS diagnostics, Scholastic Reading Inventory (SRI), and classroom assessments. Teachers will continue to meet in teams

every other week in preparation for the weekly principal's meeting where feedback is given and reinforcement provided. For the grant project, the principal will work with the tutorial team described above to provide guidance and oversight of all phases of the program, from identifying students who will participate, through developing the personalized tutorial plan, and evaluating their success through analysis of FCAT strand grades, SRI data, and SSS diagnostic scores.

Budget: The resources we need for the grant project include 12 additional Dell computers @ \$824 each and 12 open licenses @ \$4.95 each, for a total cost including delivery and installation of \$10,844. In addition, we intend to purchase twelve laptops for use as a floating tutorial computer lab for a total of \$14,400, and ten mobile network internet cards so that students can access the district's site for Riverdeep, Explorer Infinity and other tutorial software available on the district web site. The cost of the internet cards for ten months of service is \$6,000. We plan to allocate \$2,136 toward consulting fees for trainers in order to provide training and support for the principal, teachers and tutors to administer Riverdeep and FCAT Explorer tutorials and to analyze and assess the data. Three thousand dollars will go to the Palm Beach Literacy Coalition for the Americorps literacy tutor.

A) **PALM BEACH COUNTY**

Name of Eligible Recipient: _____

B) _____

Project Number: (DOE USE ONLY)

TAPS Number 07A006

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5100	100	Salary Reserve for reading tutor (Alternative Education site under a contract to the District)		10,516
5100	104	Teachers for Classrooms/Reading Lab/Reading teachers	15.0	688,536
5100	118	Paraprofessionals for classrooms	3.0	48,000
5100	184	Part-Time In-System for tutors (After school, Saturday, and Summer programs)	11.5	296,305
5100	210	Retirement		106,660
5100	220	Social Security		79,265
5100	230	Group Insurance		103,500
5100	240	Worker's Compensation		20,580
5100	250	Unemployment Compensation		8,746
5100	310	Consultants for Americorp Literacy Tutor		5,136
5100	370	Communications – Online Subscriptions (Subscriptions for Scope and Action)		2,000
5100	510	Supplies		326,027
5100	641	Furniture/Equipment – Capital (Classroom bookcases)		1,200
5100	642	Furniture/Equipment – Non-Capital (Computer table and chairs/ Tables for reading classrooms)		7,705
5100	643	Computer Hardware – Capital (Document cameras/Laptops/Computers/Smart Boards)		38,311
5100	644	Computer Hardware – Non-Capital (Computers/LCD projectors/Document cameras/Internet cards for laptops)		43,560
5100	691	Software – Capital		290,593
5100	692	Software – Non-Capital		53,087
5100	750	Substitutes	Hourly	4,150
C) TOTAL				



A) **PALM BEACH COUNTY**

Name of Eligible Recipient: _____

B) _____

Project Number: (DOE USE ONLY)

TAPS Number 07A006

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6150	370	Postage and Freight for Family and community activities		4,500
6150	510	Supplies		5,500
6300	184	Part-Time In-System for Curriculum writing	0.3	8,691
6300	210	Retirement		912
6300	220	Social Security		665
6300	240	Worker's Compensation		174
6300	250	Unemployment Compensation		74
6400	184	Part-Time In-System – Curriculum alignment	0.1	3,600
6400	184	Stipends for Workshops/Instructional classes/Professional Development	Hourly	17,550
6400	210	Retirement		2,221
6400	220	Social Security		1,744
6400	240	Worker's Compensation		597
6400	250	Unemployment Compensation		254
6400	310	Consultants for professional development on Riverdeep and FCAT Explorer		7,260
6400	330	Travel-Out-of-County/Registration for conferences		12,416
6400	510	Supplies		3,430
6400	750	Substitutes	Hourly	8,700
7800	790	Transportation – Bus Trips (Tutoring)		21,460
C) TOTAL				\$2,233,625



A) **BEAR LAKES MIDDLE SCHOOL**

Name of Eligible Recipient: _____

B) _____

TAPS Number 07A006

Project Number: **(DOE USE ONLY)**

Florida Department of Education
Budget Narrative Form

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1840	Part time teaching staff (10-15 teachers approximately 2-3 Saturdays a month for 3 hours)		10,000.00
5600	2100	Benefits		2,352.00
5600	6910	NOVANET site licenses (1,200.00/child- 10-15 students)		18,000.00
5600	6910	Update FCAT Test Maker Software		7,000.00
5600	5110	Graphic Novels Scholastic Skills Kits		4,500.00
5600	3742	Magazines (subscriptions for Scope and Action)		2,000.00
5600	1840	Program Director (1 director for 4 hours each Saturday at \$23.44 rate)		1,200.00
5600	6920	Educational software individual licenses		3,000.00
5600	5110	Audio Tape players and headphones (100 players)		2,500.00
5600	5110	Teacher supplies (paper, dry erase markers, staplers, student paper, portfolios)		1,928.00
5600	6442	Computers (25 at 850.00 each to create a Reading Tutorial Center which can be used during the day for Level 1 Intensive Reading center)		25,000.00
5600	6440	Document Cameras (8) LCD Projectors and accessories (954x 10) (5)		12,560.00
5600	6420	Computer tables and chairs (100)		5,000.00
5600	6910	EDL 100 Read On (Steck Vaughn) site license		9,800.00
5600	6910	Reading for Meaning (5 computers)		500.00
5600	5110	Scholastic Read 180 r Books Classroom Libraries (12)		8,500.00
5600	5110	EDL 100 Go Books		1,000.00
5600	6910	Thinking Reader Software		5,000.00
C) TOTAL				\$119,840



A) BOYNTON BEACH COMMUNITY HIGH SCHOOL

Name of Eligible Recipient:

TAPS Number

07A006

B) _____

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSIT ION	(5) AMOUNT
5600	5110	SUPPLEMENTAL TEXTBOOKS; SUPPLEMENTAL READING MATERIALS; CLASSROOM LIBRARIES WITH ASSESSMENTS		
		Write traits Advanced (Great Source) \$2000.		
		8 Lexiled Classroom Libraries (Follett Library Resources) 60,966		
		Scholastic Rhyming Dictionaries 1600		
		Dictionaries 1600		
		Language Arts Learning Cubes(Kagan) 1000		
		Colored Acetates 400		
		Impact Reading Program 4000		
		Study Skills Folders 400		
		1"-3 ring binders 500		
		Classroom Sets of Novels 2000		
		Buckle Down 400		
		Readers Handbook 400		
Reader's Theatre Scripts 1500				
Reading Lab Materials 3000				
5600	6430	3 Document Cameras		\$ 4500.00
5600	6410	Classroom Bookcase to store materials		1200.00
5600	1840	Part Time In System		11,705.00
5600	1040	Teacher	1	60,328.00
5600	1180	3 Para Professional salaries @\$16,000 per para	3	48,000.00
5600	6920	Reading Counts Tests and books (Scholastic)		12,132.00
5600	2100	BENEFITS		48,207.00
6402	1842	TEACHER STIPENDS		8,550.00
6402	3101	CONSULTANT		7,260.00
6402	2100	Benefits		2,170.00
6402	5110	Supplies		1,320
6402	7500	SUBSTITUTES		8,700.00
6302	1840	CURRICULUM WRITING		8,691.00
6302	2100	Benefits		1,825.00
7802	7920	Transportation		1000.00
C) TOTAL				\$307,090.00



A) SCHOOL DISTRICT PALM BEACH COUNTY/CARVER MIDDLE SCHOOL
 Name of Eligible Recipient:

TAPS Number 07A006

B) _____
 Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1840	Part Time Dollars/ tutorial Assistance Summer Literacy Instruction		28,500.00
5600	5110	Consumable Materials/Instructional Supplies Literature Book Series/Tutorial Consumable Items/Student Incentives		40,635.00
5600	6910	Software Cap/Compass Learning FCAT Test Maker/EDL Upgrade		40,000.00
6150	3710	Postage & Freight/Parental/Family/Community		4,500.00
6150	5110	Parental Involvement/Consumable Items/Parent Reading Materials		5,500.00
6402	1842	Professional Development/Instructional Classes/Workshop attendance		9,000.00
6402	3360	Travel Out of County/ Conference Attendance		9,000.00
5600	6430	Computer Equipment/Laptop		2,000.00
7802	7920	Transportation/Tutorial and Summer Program		6,000.00
5600	2100	Part Time Dollars Benefits		5,985.00
6402	2100	Professional Development Benefits		1,890.00
C) TOTAL				\$153,010.00



CONGRESS MIDDLE SCHOOL

A) _____
Name of Eligible Recipient:

TAPS Number 07A006

B) _____

Project Number: (DOE USE ONLY)

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM**

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1040	Other Instruction-Miscellaneous-General/Full-Time Reading Lab Teacher	1.0	47,706.00
5600	2100	Fringe Benefits for Full-Time Reading Lab Teacher		18,086.00
5600	1840	Part-time In-system Tutorial/Reading Lab Extended Hours 3/hours x 4/days week x 30/weeks x \$20.44/hour = \$7,358.40 30/Saturdays x 3/hours x 2/teachers x \$20.44/hour = \$3,679.20		11,038.00
5600	6920	Non-vocational Technology Supplies/FCAT Test Maker Unlimited Site License		4,000.00
5600	5110	Intensive Classroom sets of novels, guides, videos, books on tape 1,360 novels x 12.00/each + novel guides, books on video and tape = \$17,395.00		17,395.00
7802	7920	After School Tutorial Transportation 120 days(30 weeks @ 4 days per week)/ x 2/hours day x \$20.00/hour for bus driver = \$4,800.00 120/days x 15/miles per day x \$1.00/mile = \$1,800.00		6,600.00
5600	5110	Classroom supplies		570.00
C) TOTAL				\$105,395.00



A) DELRAY BOYNTON ACADEMY
 Name of Eligible Recipient:

B) _____

TAPS Number 07A006

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	Quantity	AMOUNT
5600	1000	Salary Reserve for Reading Tutor		\$10,516.00
5600	2100	Benefits		804.00
5600	5110	Reading materials and classroom supplies		450.00
TOTAL				\$11,770.00



A) EVERGLADES PREP ACADEMY CHARTER SCHOOL

Name of Eligible Recipient:

B) _____

TAPS Number
07A006

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	5110	Reading Advantage from Great Source Education Group a division of Houghton Mifflin Co.		\$28,355.00
C) TOTAL				\$28,355.00



A) FOREST HILL COMMUNITY HIGH SCHOOL
 Name of Eligible Recipient:

TAPS Number 07A006

B) _____

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1040	3 Full-time Reading Teachers (Salary)	3.0	144,627
5600	1840	Summer Tutorial Program and after school tutorial program (20.44/hour)		12,678
5600	2100	Benefits for 3 Full Time Reading Teachers and tutorial		50,284
5600	6920	FCAT Test Maker (Middle School + High School Editions)		17,000
5600	5110	Supplies		646
C) TOTAL				\$225,235.00



A) Name of Eligible Recipient: _____

TAPS Number
07A006

B) _____
Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1040	Salary – 2 Reading Teachers	2.0	95,412.00
5600	1840	Part Time In System – Pullout Tutorial & Summer Tutorial		70,000.00
5600	6910	Software Capitalized – FastForward SciLearning		12,000.00
7802	7920	Transportation to Summer Tutorial		2,000.00
5600	2100	Benefits for Part Time In-System & Salaries 21%		46,236.00
5600	5110	Supplies – Workbooks or Intensive Reading and Pullout Tutorial, Student Planners		14,567.00
			C) TOTAL	\$240,215.00



A) Gulfstream Goodwill Career Academy
 Name of Eligible Recipient:

B) _____
 Project Number: (DOE USE ONLY)

TAPS Numbers
07A006

Florida Department of Education
 Budget Narrative Form
COMPLETE A SEPARATE FORM FOR EACH FUND SOURCE
 Mathematics Coach Grant

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1840	Part-Time In-System: Tutors for after-school tutoring \$20/hour		\$8,000
5600	5110	Supplies for after-school tutoring program		\$1,165
		Supplementary reading materials (Reading Advantage program) Paper, pencils, misc. supplies		
5600	6920	Supplemental computer software for tutoring program (Reading Advantage)		\$1,000
(C) TOTAL				\$ 10,165



John Fitzgerald Kennedy Middle School

A) _____
Name of Eligible Recipient:

TAPS Number 07A006

B) _____
Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1040	Reading Teacher	1.0	\$47,637.00
5600	2100	Benefits		\$15,760.00
5600	7500	Substitute Teacher		\$150.00
6402	3360	Professional Development (conference registration @ \$1,500; hotel/3 nights @ \$120 x 3 nights x 3 teachers = \$1,080; mileage @ 400 miles round trip x 2 vehicles x .445 = \$356; \$40 per diem x 4 days x 3 teachers = \$480)		\$3,416.00
5600	6910	Plugged > in to Reading (a literature based reading program for middle schools – 5, level 1 kits; 3, level 2 kits @ \$7,000/kit x 8)		\$56,000.00
5600	6430	Interwrite School Board Smart Boards with floor stand on castors (\$2,189 x 3)		\$6,567.00
5600	6420	*Furniture – tables for reading classrooms (shipping included)		\$2,705.00
5600	5110	Classroom supplies		\$980.00
C) TOTAL				\$133,215

A) _____
 Name of Eligible Recipient:

TAPS Number 07A006

B) _____

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1040	Salaries 2 resource teachers @ \$52,200 each	2	104,400
5600	1840	Part-time, in-system instructional <i>Before and After School Intensive Tutoring</i> 6 instructors @ \$20.44 per hour for 48 hrs each = \$5,887 <i>Saturday FCAT Prep Intensive Tutoring</i> 20 instructors @ \$20.44 per hour for 24 hrs each = \$9,811		15,698
5600	2100	Benefits - 21% = \$25,307 and Insurance = 2 @ \$5,750 = \$11,500		36,807
5600	5110	Supplies <i>Supplemental Instructional Materials:</i> The Phyllis C. Hunter Classroom Libraries = \$3,500 Sprint Reading (Leveled Readers/Novels) = \$8,975 Read XL FCAT Practice Books = \$4,520 Recorded/Audio Books = \$2,225 Reader's Handbook: A Guide for Reading - \$1,230 <i>Instructor Supplies - \$1,164</i>		21,614
6402	5110	Professional Development <i>Training supplies:</i> Project CRISS - \$1,860 <i>Professional Resources:</i> Trade Journals and Books - \$250		2,110
5600	6920	Non-capitalized Computer Software Read On! - \$9,800 Thinking Readers = \$2,500 Achieve 3000 After School Success = \$3,655		15,955
5600	7500	Substitutes		2,000
7802	7920	Transportation School Buses = \$360		360
6402	1840	Curriculum Alignment 12 instructors @ \$15.00 per hour for 20 hrs each		3600
6402	2100	Benefits (21%)		756
(C) TOTAL				\$203,300.00



A) LAKE WORTH COMMUNITY MIDDLE SCHOOL
 Name of Eligible Recipient:
 B) _____
 Project Number: (DOE USE ONLY)

TAPS Number
07A006

BUDGET NARRATIVE FORM FLORIDA DEPARTMENT OF EDUCATION

(1) FUNCTION N	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1040	Reading Teacher	1.0	\$34,845.00
5600	1040	Reading Teacher	1.0	\$34,845.00
5600	1040	Reading Teacher	1.0	\$33,830.00
5600	6910	Skills Tutor Basic Software		\$ 5,152.00
5600	2100	Benefits		\$ 38,988.00
C) TOTAL				\$147,660.00



A) _____
 Name of Eligible Recipient:
 B) _____

TAPS Number 07A006

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1840	Part Time In System – Pullout Tutorial & Summer Tutorial		\$4506
5600	6910	Software Capitalized – Reading Counts		\$2984
C) TOTAL				\$7490.00



A) _____
Name of Eligible Recipient:

B) _____

TAPS Number 07A006

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	5110	SRA Reading Lab materials Supplies for Summer Reading Program & tutorials		24,865
5600	1840	Tutoring (4 teachers, 1 hour daily, 144 days per year) and Pay for Summer Reading Program		24,680
5600	2100	Benefits		34,599
5600	1040	Reading Teachers	2	84,906
7802	7920	Transportation for Summer Reading Program		5,500.
5600	7500	Substitutes for reading teachers		2,000.
(C) TOTAL				\$176,550.



A) PALM BEACH LAKES COMMUNITY HIGH SCHOOL

Name of Eligible Recipient:

TAPS Number

07A006

B) _____

Project Number: (DOE USE ONLY)

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	1840	Salaries: Teachers/Tutors for Tutorial Program – (12 Teachers X \$20.44 P/Hr. X 12 Hours P/Wk x 30 Wks P/Yr) Instructing Students In Reading Strategies		88,300.00
5600	2100	21% Benefits for Tutorial Program Teachers		18,543.00
5600	1840	Salaries: Teachers/Tutors for Summer Reading Camp (14 Teachers X \$20.44 P/Hr. X 16 Hrs. P/Wk X 2 Wks		10,000.00
5600	2100	21% Benefits for Summer Reading Tutorial Teachers		2,100.00
5600	6910	Fast Forward software		85,000
5600	6910	Homeroom Com.		39,157
5600	5110	Language Connection		17,000
5600	6910	Read On		10,000
5600	5110	Supplemental Reading Materials For Level One, Students (books, Including Reading Counts Books and Tests		48,000
5600	5110	Supplies: Printer Cartridges, Paper, Thermal Transparencies, Whiteboard Markers, Erasers, Pencils, Pens, Diskettes		9,855.00
C) TOTAL				\$327,955.00



A) TOUSSAINT L'OUVERTURE HIGH SCHOOL FOR ARTS & SOCIAL JUSTICE

Name of Eligible Recipient:

B) _____

Project Number: (DOE USE ONLY)

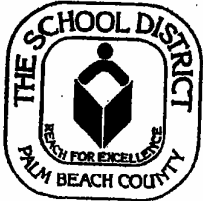
TAPS Number

07A006

FLORIDA DEPARTMENT OF EDUCATION BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
5600	6430	Dell Desktop Computers (12)		10,844
5600	6430	Laptop Computers for Floating Lab (12)		14,400
5600	6440	Internet Cards for Internet Service on 10 Laptops		6,000
6402	3101	Contracted Services—Profession Development on Riverdeep and FCAT Explorer		2,136
5600	3101	Americorp Literacy Tutor		3,000
C) TOTAL				\$36,380



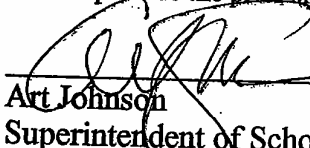


THE SCHOOL DISTRICT OF
PALM BEACH COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT OF SCHOOLS
3340 FOREST HILL BOULEVARD, C-316
WEST PALM BEACH, FL 33406-5813
(561) 434-8200

ARTHUR C. JOHNSON, Ph.D.
SUPERINTENDENT

AUTHORIZATION OF SIGNATORY DESIGNEES

I, Dr. Art Johnson, the duly appointed Superintendent of Schools of the School District of Palm Beach County, do certify that **Joseph M. Moore**, Chief Financial Officer; **Gerald A. Williams**, Chief Officer of Administration; and **Elizabeth Ann Killets** (whose original signatory approval on May 16, 2001 is hereby reauthorized and re-designated consistent with her current role as Chief Academic Officer) are hereby designated, authorized, and directed by the Superintendent to sign his name, as the legal signature for the purpose of authenticating, validating, and making legal, any papers, letters, vouchers, warrants, or other documents or papers requiring the manual signature of the Superintendent, in the capacity of Superintendent (or to affix the facsimile signature of the Superintendent for the purpose of authenticating, validating, and making legal, any papers, letters, vouchers, warrants, or other documents or papers for which a facsimile signature of the Superintendent, in the capacity of Superintendent, as appropriate under Florida law), when the Superintendent, Art Johnson, is unavailable as allowed by Florida law to execute such documents which are necessary to the business of the School District. The designation of Joseph M. Moore shall supersede the prior signatory designation of William F. Malone on May 16, 2001, which is hereby revoked. The re-designation of authority for Elizabeth Ann Killets as Chief Academic Officer shall supersede the prior signatory designation of Dr. Joseph A. Orr, which is hereby revoked.



Art Johnson
Superintendent of Schools

06/25/03
Date

SCHOOL BOARD OF PALM BEACH COUNTY, FLORIDA

We, the following members of School Board of Palm Beach County, Florida, do hereby ratify the foregoing Authorization of Signatory Designee:

Date: 06/25/03

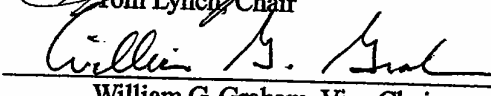
By:



Tom Lynch, Chair

Date: 06/25/03

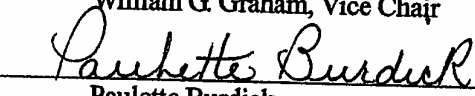
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William G. Graham, Vice Chair

Date: 06/25/03

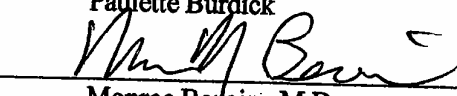
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Paulette Burdick

Date: 06/25/03

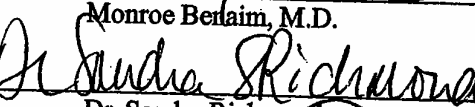
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Monroe Benaim, M.D.

Date: 06/25/03

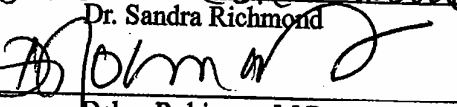
By:



Dr. Sandra Richmond

Date: 06/25/03

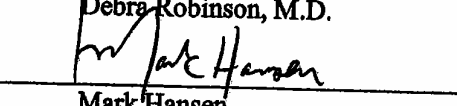
By:



Debra Robinson, M.D.

Date: 06/25/03

By:



Mark Hansen

**Title I
School Improvement Initiative Grant**

	Principal's Approval	Area Superintendent's or Director's Approval
Bear Lakes Middle	Y	Y
Boynton Beach High	Y	Y
Carver Middle	Y	Y
Congress Middle	Y	Y
Delray Boynton Academy	Y	Y
Forest Hill High	Y	Y
Glades Central High	Y	Y
Gulfstream Career Academy	Y	Y
John F. Kennedy Middle	Y	Y
Lake Shore Middle	Y	Y
Lake Worth Middle	Y	Y
Noah's Ark Charter	Y	Y
Pahokee Mid/Sr. High	Y	Y
Palm Beach Lakes High	Y	Y
Toussaint L'Ouverture High	Y	Y