

RESOLUTION NO. R2013-61

A RESOLUTION OF WELLINGTON, FLORIDA'S COUNCIL APPROVING THE KEELY SPINELLI EDUCATION GRANT AWARDING A MAXIMUM OF \$25,000 TO BINKS FOREST ELEMENTARY, ELBRIDGE GALE ELEMENTARY, EMERALD COVE MIDDLE, EQUESTRIAN TRAIL ELEMENTARY, NEW HORIZONS ELEMENTARY, PALM BEACH CENTRAL HIGH, PANTHER RUN ELEMENTARY, POLO PARK MIDDLE, WELLINGTON ELEMENTARY, WELLINGTON LANDINGS MIDDLE AND WELLINGTON HIGH TO ASSIST THE LOWEST 25 PERCENT OF STUDENTS IN READING AND/OR MATH ADMINISTERED BY THE EDUCATION COMMITTEE; AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, Wellington is a Great Hometown with great public schools and supports the education of our youths; and

WHEREAS, in 2001, Wellington implemented a Student Enrichment Program providing \$5.00 per student for curriculum based material. In 2002, Wellington also implemented a Reading Challenge Grant which funding a Reading Coach for each elementary school; and

WHEREAS, in 2009 Wellington experienced a drastic reduction in budget and both the Student Enrichment Program and Reading Challenge Grant were not funded; and

WHEREAS, the Education Committee has expressed an interest and feel it is important to re-implement a similar grant. The Education Committee made a formal request at the June 25, 2013 Council Meeting to fund a grant to assist students within the lowest 25 percentile in reading and/or math for Binks Forest Elementary, Elbridge Gale Elementary, Emerald Cove Middle, Equestrian Trail Elementary, New Horizons Elementary, Palm Beach Central High, Panther Run Elementary, Polo Park Middle, Wellington Elementary, Wellington Landings Middle and Wellington High; and

WHEREAS, Council renamed the grant to the Keely Spinelli Grant in honor of the late Binks Forest Elementary School Principal; and

WHEREAS, funding for the Keely Spinelli Grant was included in the FY 2013/2014 budget in the amount of \$275,000.00. Binks Forest Elementary, Elbridge Gale Elementary, Emerald Cove Middle, Equestrian Trail Elementary, New Horizons Elementary, Palm Beach Central High, Panther Run Elementary, Polo Park Middle, Wellington Elementary, Wellington Landings Middle and Wellington High are eligible to receive a maximum of \$25,000 in funding to be used following the Grant Guidelines attached as Exhibit A; and

WHEREAS, the Education Committee is to administer and monitor the grant to ensure funding is encumbered and proper reporting is done as established in the Grant Guidelines.

NOW, THEREFORE, BE IT RESOLVED BY WELLINGTON, FLORIDA'S COUNCIL that:

SECTION 1. The foregoing recitals are hereby affirmed and ratified.

SECTION 2. Wellington Council hereby approves the Keely Spinelli Education Grant and awarding a maximum of \$25,000 to Binks Forest Elementary, Elbridge Gale Elementary, Emerald Cove Middle, Equestrian Trail Elementary, New Horizons Elementary, Palm Beach

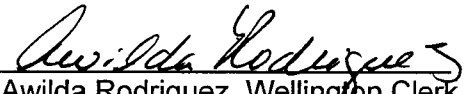
Central High, Panther Run Elementary, Polo Park Middle, Wellington Elementary, Wellington Landings Middle and Wellington High to assist the lowest 25 percent of students in reading and/or math and the Grant Guidelines (Exhibit A).

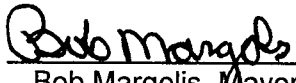
SECTION 3. The Resolution shall become effective immediately upon adoption

PASSED AND ADOPTED this 8th day of October, 2013.

ATTEST:

WELLINGTON

By: 
Awilda Rodriguez, Wellington Clerk

By: 
Bob Margolis, Mayor

**APPROVED AS TO FORM
AND LEGAL SUFFICIENCY**

By: 
Laurie Cohen, Esq., Attorney for Wellington.



Keely Spinelli Education Grant

Grant Guidelines

Purpose

To Binks Forest Elementary, Elbridge Gale Elementary, Emerald Cove Middle, Equestrian Trail Elementary, New Horizons Elementary, Palm Beach Central High, Panther Run Elementary, Polo Park Middle, Wellington Elementary, Wellington Landings Middle and Wellington High by providing funding for programs, instructional materials and/or equipment for students within the lowest 25% in reading and/or math.

Funding

Total budget for the grant program is \$275,000. Each of the eleven public schools serving Wellington will be eligible for a maximum of \$25,000 in annual funding. The Education Committee will review and approve all purchases and expenditures prior to each school receiving grant funds. Allocated funds will be kept in a segregated account within each school. All funds not encumbered by May 31st must be returned back to the Village of Wellington.

Allowable Expenditures

Eligible schools will be required to submit a proposed, prioritized budget with the application for final approval. Schools will be eligible to utilize the funds for non-consumable curriculum materials. This prohibits using the funds to purchase everyday classroom material such as chalk, markers, paper, ink, pens, etc. The use of funds to supplement a salary that is not already budgeted by the school district is an allowable expense. Schools will be required to submit invoices for all expenditures by January 1st, and if not available at that time, June 1st of each funding year.

Data Summary Report

Each school is required to complete and submit by August of each funding year a detailed Data Summary Report showing how the students performed throughout the school year. The Data Summary will include academic growth, instructional objectives, strategies, and outcomes. Failure to submit a report to the Committee will make the school ineligible to receive funding for the following year.

2013/2014 Grant Application

School: _____ Date: _____

Grant Writer Name: _____

Phone Number: _____ Fax Number: _____

Email Address: _____

Funding Request

Explain in detail how the grant will fund programs, instructional materials and equipment to assist students who are performing below proficiency in reading and/or math. Include the grade levels that will be impacted. (Attach to this application the proposed prioritized budget of the program/equipment) Note: funds can only be used for non-consumable curriculum based materials.

Total anticipated cost: _____

Performance Measures

Explain how you will be measuring the outcomes and overall effectiveness of the proposed program/equipment:

Note: At the end of the school year, you will be required to submit a Data Summary Report to the Education Committee to remain eligible for future funding.

Principal Signature: _____ Date: _____

SAC Chair Signature: _____ Date: _____

Approved by Education Committee: _____ Date: _____

2013/2014 Data Summary

School: _____ Date: _____

Academic Growth

- _____ 1. Is this grant for reading or math? (If you are applying for both, a separate grant applicant is required)
- _____ 2. What assessment tool was used to measure growth?
- _____ 3. Total number of students who participated in the program/utilized equipment.
- _____ 4. Total number of students who participated in the grant and made growth.

Instructional Objectives

Describe the specific areas of focus for the program/equipment (ex. vocabulary, comprehension, etc.):

Describe what activities and/or materials that were utilized to make the positive impact on the student achievement (ex. visual aids, flashcards, matching, etc.):

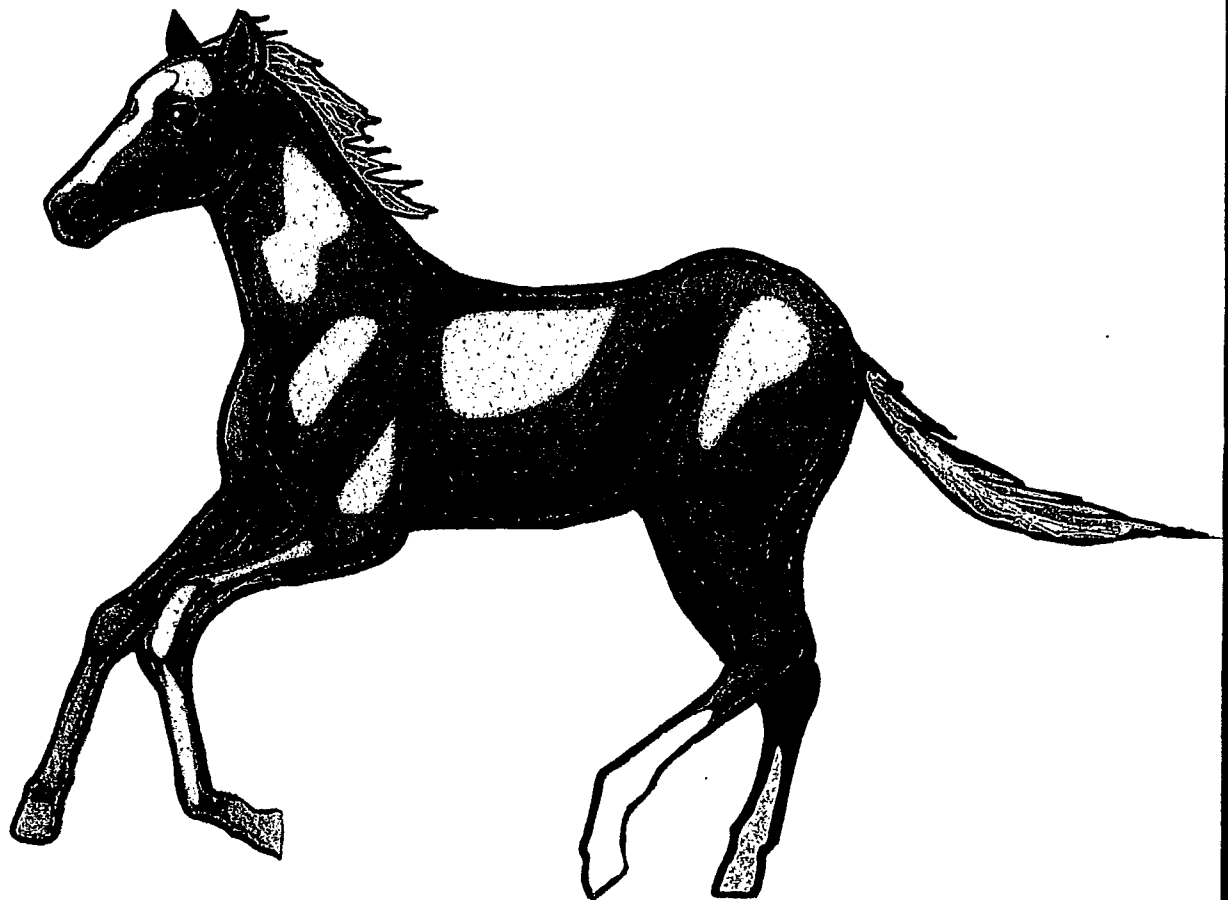
* Provide baseline data for the students who participated in the program/utilized equipment.

Principal Signature: _____ Date: _____

SAC Chair Signature: _____ Date: _____

Approved by Education Committee: _____ Date: _____

Equestrian Trails Reading Coach



**Data Report
2005 - 2006**

Equestrian Trails Reading Coach

Data Summary

Academic Growth

- 34 1. Total number of students who participated in the program
- 8 2. Total number of students who exited the program during the year due to adequate progress in Reading.
- 18 3. Total number of students who participated in the program from September to May
- 17 3. Total number of students who participated in the program from September to May and made a year's growth in a year's time.
- 94% 4. Percentage of students who participated in the program and made a year's growth in a year's time.
- * RRR 5. Assessment instrument used to determine a year's growth in a year's time

Instructional Objectives

Lessons focused on the following areas of reading instruction:

Reading Strategies

Phonemic Awareness/ Phonics

Fluency

Vocabulary Development

Text comprehension

Appropriate Use of Materials at Student's Instructional Reading Level

Leveled readers at end of Kindergarten/Beginning of First Grade level

Use of visual aids, manipulatives and interactive activities

Activities include:

Isolation of sounds using letter tiles

Blending of sounds to form words using letter tiles

Flashcards and games to develop high frequency vocabulary

Identification of sounds in words in stories

Daily Focus On Improving Reading Strategies

Integration of reading strategies in text to include –

1. Sounding out words
2. Looking for word “chunks” within words
3. Using picture cues to identify words and increase comprehension
4. Utilizing the other words in the sentence to figure out unknown words
5. Weekly informal assessment conducted at a one – one ratio to assess reading progress

Reading materials have been adjusted to accommodate lower reading level

Student Population

Based on the needs of our school population, thirty-four first graders participated in the Reading Coach program. The students were divided into groups of six or less. Each tutoring session was at least thirty minutes in length. All students were substantially below grade level at the beginning of the 2005 – 2006 school year. Throughout the course of the year, six students exited the Reading Coach program due to their growth in Reading. Eighteen students reached or exceeded grade level expectations. Eight students improved to a level that is minimally below the grade level expectations. One of those students just moved to the United States speaking another language. Two students remained substantially below grade level. Both of those students have qualified for further testing within the ESE department.

Successful Outcomes

We are so thankful to the Village of Wellington for funding this successful program. Feelings of anxiety and embarrassment about reading a book have now been replaced by excitement and pride. The Village of Wellington has contributed to the growth in literacy and self-esteem of these students in a tremendous way. We hope that the Reading Coach program continues for many years to come.

* Running Reading Records, a Palm Beach County reading assessment
Student names have been omitted to retain student confidentiality.

Reading Coach Student Data

Student Name																			
	Letter Recognition	Beginning Sound Recognition	Running Reading Record Level	Reading Accuracy Percentage	Word Recognition	Phoneme Blending	Phonemic Segmentation	Pupil Progression Status	Minutes per Week	Teacher	Letter Recognition	Beginning Sound Recognition	Running Reading Record Level	Reading Accuracy Percentage	Word Recognition	Phoneme Blending	Phonemic Segmentation	Pupil Progression Status	Promotion / Retention
Student # 1	81%	74%	RR3	94%	76%	100%	86%	SBGL	120	Cruz	100%	100%	RR17	96%	100%	100%	100%	GL	P
Student # 2	100%	100%	RR5	94%	88%	80%	100%	BGL	120	Cruz	100%	100%	RR17	100%	100%	100%	100%	GL	P
Student # 3	100%	95%	RR3	90%	84%	40%	100%	SBGL	120	Cruz	100%	95%	RR18	100%	100%	100%	100%	GL	P
Student # 4	85%	63%	RR2	85%	36%	60%	73%	SBGL	120	Maffetone	100%	100%	RR10	92%	100%	100%	100%	BGL	R
Student # 5	92%	79%	RR3	93%	44%	100%	68%	SBGL	120	Maffetone	100%	100%	RR12	92%	100%	100%	100%	BGL	P
Student # 6	85%	37%	RR1	93%	36%	0%	0%	SBGL	120	Cohn	100%	100%	L560	96%	100%	100%	100%	GL	P
Student # 7	96%	32%	RR4	92%	92%	40%	68%	SBGL	120	Maffetone	100%	100%	RR18	95%	100%	100%	100%	GL	P
Student # 8	88%	63%	RR2	66%	0%	0%	28%	SBGL	120	Kane-Bradley	100%	100%	RR17	96%	100%	100%	91%	GL	P
Student # 9	100%	100%	RR2	50%	56%	70%	100%	BGL	120	Kane-Bradley	100%	100%	L560	98%	100%	100%	100%	GL	P
Student # 10	100%	100%	RR4	66%	80%	100%	55%	BGL	120	Kane-Bradley	100%	100%	RR17	91%	100%	100%	100%	GL	P
Student # 11	100%	100%	RR3	86%	88%	80%	70%	BGL	120	Kane-Bradley	100%	100%	RR12	91%	100%	100%	100%	BGL	P
Student # 12	100%	100%	RR5	90%	100%	100%	96%	BGL	120	Battelene	100%	100%	RR18	94%	100%	100%	100%	GL	P
Student # 13	100%	100%	RR2	90%	96%	100%	64%	BGL	120	Battelene	100%	100%	RR18	100%	100%	100%	100%	GL	P
Student # 14	100%	100%	RR2	75%	72%	100%	100%	BGL	120	Battelene	100%	100%	RR18	94%	100%	100%	100%	GL	P

Reading Coach Student Data

Student Name																			
	Letter Recognition	Beginning Sound Recognition	Running Reading Record Level	Reading Accuracy Percentage	Word Recognition	Phoneme Blending	Phonemic Segmentation	Pupil Progression Status	Minutes per Week	Teacher	Letter Recognition	Beginning Sound Recognition	Running Reading Record Level	Reading Accuracy Percentage	Word Recognition	Phoneme Blending	Phonemic Segmentation	Pupil Progression Status	Promotion/Retention
Student # 15	81%	47%	RR2	50%	40%	0%	0%	SBGL	120	Lief	100%	100%	RR13	92%	100%	100%	100%	BGL	P
Student # 16	95%	95%	RR3	90%	76%	100%	77%	BGL	120	Lief	100%	100%	RR17	97%	100%	100%	100%	GL	P
Student # 17	85%	16%	RR1	93%	20%	20%	41%	SBGL	120	Alguacil	100%	100%	RR17	93%	100%	90%	100%	GL	P
Student # 18	65/58%	47%	RR1	50%	12%	30%	0%	SBGL	120	Alguacil	100%	100%	RR5	96%	100%	100%	100%	SBGL	R
Student # 19	85%	37%	RR1	93%	36%	0%	0%	SBGL	120	Alguacil	92%	89%	RR7	95%	100%	100%	82%	SBGL	P
Student # 20	100/92%	79%	RR2	50%	40%	50%	91%	SBGL	120	Alguacil	100%	100%	RR17	92%	100%	100%	100%	GL	P
Student # 21	96/85%	89%	RR2	75%	7%	10%	0%	SBGL	120	Alguacil	100%	100%	RR17	94%	100%	100%	100%	GL	P
Student # 22	96%	84%	RR4	93%	84%	60%	82%	BGL	120	Dumala	100%	100%	RR13	90%	100%	100%	100%	BGL	P
Student # 23	96/77%	63%	RR1	93%	20%	20%	50%	SBGL	120	Dumala	100%	100%	RR13	90%	96%	100%	100%	BGL	P
Student # 24	92/88%	79%	RR4	95%	88%	100%	100%	BGL	120	Dumala	100%	95%	RR10	90%	100%	100%	100%	BGL	P
Student # 25	100%	95%	RR2	93%	56%	100%	82%	BGL	120	Dumala	100%	100%	L430	98%	100%	100%	100%	GL	P
Student # 26	100%	95%	RR2	73%	80%	100%	100%	BGL	120	Vollender	100%	100%	L550	93%	100%	100%	100%	GL	P
Student # 27	96%	84%	RR1	93%	64%	100%	100%	SBGL	120	Vollender	100%	100%	RR20	100%	100%	100%	100%	GL	P
Student # 28	92%	100%	RR3	90%	36%	60%	0%	SBGL	120	Vollender	100%	100%	RR14	92%	100%	100%	77%	BGL	P