

The School District of Palm Beach County

# Gove Elementary School



2015-16 School Improvement Plan

## Gove Elementary School

900 SE AVENUE G, Belle Glade, FL 33430

[www.edline.net/pages/gove\\_elementary\\_school](http://www.edline.net/pages/gove_elementary_school)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	96%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	97%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	D*	C	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Gove Elementary is committed to providing an academic, cultural and social foundation in a dual language environment. Our goal is to prepare students to successfully participate as bi-literate members in a democratic and international society as confident, self-directed, lifelong learners.

##### Provide the school's vision statement

The vision of Gove Elementary is to be recognized for the high performance of its students and as a model for dual language education.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Upon registration, ethnic groups are identified. Once identified, results are used to provide appropriate communication between family and school. This enables the school to better meet the individual needs of the students and families. Our Family Center assists families with available community resources. We host an annual multicultural celebration to highlight the contribution of various ethnic and cultural groups. Conferences are held throughout the year between parents and teachers. In addition, professional development is provided to teachers to assist them in understanding the diverse population they serve. The school begins with inviting parents and students to a Teacher Meet and Greet morning before the start of the academic school year. Teachers meet their students and parents to begin building a relationship with them. In addition, an Open House is held for parents and students to explore their child's classroom. During the summer, the school's media center was open two days a week for students to exchange summer slide books in order to maintain and or increase reading proficiency levels.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African American
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

The school sent home letters and a Parent Link call was made to inform parents of arrival, dismissal and first week procedures. Arrival and dismissal procedures were explained to the parents regarding parent pick up, bus, walkers, and bike riders. A school police aid and supervising personnel monitor arrival and dismissal times each day. A safety committee meets monthly to address any safety concerns on campus. Students are walked to all locations during all transitional times throughout the day.



**Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

School wide grade level assemblies have been held to inform students of our School Wide Positive Behavior Intervention System (SWPBIS) rules and incentives for appropriate and excellent behavior.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Two guidance counselors are on staff to meet the social and academic needs of our students. We also have a mentoring program to assist at-risk students. Outside agencies are available to support the guidance program at Gove Elementary. The Palm Beach County Health Care District provides us with nurse(s) to meet the health care needs of our students. Additional training is provided for teachers to meet the health needs of our exceptional students.

### Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Truancy, tardiness, referrals, behavior and a drop in academic performance

**Provide the following data related to the school's early warning system**

*The number of students by grade level that exhibit each early warning indicator:*

Indicator	Grade Level							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	24	14	14	15	13	12	9	101
One or more suspensions	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

Immediate Intensive Intervention (iii), Response to Intervention in Tier 2 and Tier 3, Supplemental Academic Instruction (SAI), I -Ready, Tutorials, Reflex Math, Leveled Literacy Intervention (LLI). Attendance Incentive Plan, Counseling, and Read 180.

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

1. Increase the participation of upper grade parents in school related activities.
2. Provide for child care by seeking funding or by recruiting faculty members to volunteer for this task so that more parents can attend school functions.
3. Continue with flexible meeting times to accommodate all parents.
4. Increase the overall participation of parents by 5% for FY14.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

The school administrator assigns a volunteer and business partnership coordinator for the purpose of recruiting community involvement. The coordinator and administrator completes a needs assessment of the school in order to determine how resources can best be matched. Volunteers and business partners are provided with an orientation to explain the Volunteers in Public Schools (VIPS) Program, At the end of the year, Gove hosts an annual breakfast to recognize the commitment of volunteers and business partners. Certificates are awarded to all participants. They are also recognized in the school newsletter, community newspaper and nominated for district awards.

Volunteers and business partnerships are beneficial to the success of our school by mentoring, supporting, and tutoring low performing students. In addition, business partners provide financial support to enrich the educational and cultural opportunities of our students.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Garcia, Osvaldo	Principal
Galera, Sheila	Assistant Principal
Lopez, Dora	Other
Ascheman, Denelda	Instructional Coach
Burlison, Marjorie	Instructional Coach
Donovan, Kelly	Instructional Coach
Gutierrez, Claudia	Other
Padron, Luisa	Instructional Coach
Riker, Michelle	Guidance Counselor
Aguire, Margoth	Guidance Counselor

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The principal provides a common vision and uses a data based decision making process to ensure a sound academic program is in place. The assistant principal oversees assessments, curriculum and discipline to ensure that the school's vision is achieved.

Our reading, math and dual language coaches/resource teachers support classroom teachers by modeling lessons, team teaching, analyzing data and providing professional development through individual conferences and small groups. In addition, coaches/resource teachers meet with small student groups to provide Tier 3 interventions and weekly progress monitoring. They also provide technological support for online instruction and professional development.

Two guidance counselors provide our students with group and individual counseling, as well as crisis counseling in two languages (English and Spanish). They consult with teachers and parents to address student needs. Families are referred to community resources when necessary. As School Based Team Leaders, they assign and monitor the Multi-Tiered System of Support (MTSS) Program. The Magnet coordinator markets the school for the purpose of recruiting students from diverse backgrounds. The coordinator promotes the Dual Language program and works with parents to ensure student success.

The ELL coordinator identifies English Language Learners, monitors their acquisition of the English language and ensures accommodations are being provided. The coordinator meets with teachers and parents to discuss their child's progress and academic needs.

The ESE coordinator monitors placement of students with special needs, schedules parent/teacher meetings, and ensures accommodations are being provided.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The school-based Rtl Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Coordinator, ELL Coordinator, School Psychologist, Classroom Teacher, Reading Coach, Math Coach, Guidance Counselors, Speech/Language Pathologist, and School Nurse.

The Principal provides a common vision for the use of data-based decision-making to ensure:

- a sound, effective academic program is in place
- a process to address and monitor subsequent needs is created
- the School Based Team (SBT) implements Rtl processes
- assessment of Rtl skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities occurs

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs and resource teachers. Student and teacher support is also provided through the partial funding of reading and math coaches. Families are provided resources and academic training.

Title I, Part C- Migrant

District Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

**Title III**

Services are provided by the District for educational materials to improve the education of immigrant and English Language Learners.

**Title X- Homeless**

District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

**Supplemental Academic Instruction (SAI)**

SAI funds are used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include second and third grade students working below grade level and retained third grade students. The Leveled Literacy Intervention Program is the resource used during SAI.

**Violence Prevention Programs**

District-wide implementation of Single School Culture as well as cultural awareness and sensitivity training is provided. Our school recognizes Hispanic Heritage and Black History Month by honoring the contributions of both ethnic groups.

**Nutrition Programs**

Gove Elementary participates in a federal grant program from the USDA Food and Nutrition Service that provides a fresh fruit or vegetable snack three times a week to each student.

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Oswaldo Garcia	Principal
Margoth Aguirre	Teacher
Celia Blandon	Teacher
Eddie Rhodes	Business/Community
Lester Finney	Parent
Mailin Quintana	Parent
Donia Roberts	Business/Community
Maxine Martin	Parent
Ada Mendez	Teacher
Carl Dean	Parent
Araceli Rodroquez	Education Support Employee
	Student
Cosha Jackson	Teacher
Daniel Cavazos	Parent
Altagracia Medina	Parent

**Duties**

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

Last year's school improvement plan was evaluated based upon the prior school year's FCAT data. Areas of success as well as areas of concern were noted along with strategies that were implemented to meet the respective goals.

*Development of this school improvement plan*

At the beginning of the school year, the SAC received a presentation from the principal outlining the school data from FY14 that determined the school grade. In addition, the principal explained the areas of focus for the FY15 in order to meet academic goals. On a monthly basis, SAC reviews the SIP for the purpose of monitoring and revising the plan when necessary.

*Preparation of the school's annual budget and plan*

FY14 remaining funds are being combined for this year's expenditures. FY15 budget plans include murals (\$2000), schoolwide incentives (\$1000), Spanish Spelling Bee (\$400), Honor Society(\$300), transportation for student activities (\$1000), and professional development (\$2000).

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Last year, the school improvement funds were allocated as followed:

- Conference for Math and Science: \$402.75
- Spanish Spelling Bee-\$339.00
- Tuning of Musical Instruments for Instruction-\$250.00
- Language Competition-\$425.00
- Transportation to Boca Museum-\$400.00
- District Dual Language Conference-\$376.00
- Spanish Honor Society-\$220.00
- Dual Language Competition-\$495.00

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Donovan, Kelly	Instructional Coach
Ascheman, Denelda	Instructional Coach
Galera, Sheila	Assistant Principal
Garcia, Osvaldo	Principal
Padron, Luisa	Instructional Coach
Burlison, Marjorie	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

Our school's major initiative is to build a community of readers, both at school and at home. This is done primarily through the Reading Counts incentive program and daily monitoring of students' reading logs. The team will also ensure that the district literacy initiative continues to be implemented with fidelity. In addition, the team will monitor the implementation of explicit vocabulary instruction in both English and Spanish across all grade levels.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Various strategies are being used to encourage positive working relationships between teachers. These include mentoring programs for new teachers to our school, potluck luncheons, and the Sunshine Hospitality Committee. Collaborative planning and instruction is promoted through Leadership Team meetings, Grade Chairs' meetings, Vertical Learning Team meetings, common grade level planning, and Literacy and Math cohorts.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Our school monitors the qualifications of the staff in order to stay in compliance with federal legislation. New teachers are mentored by grade chairs, coaches and administrative staff. Professional development and support is provided to help new teachers meet their respective goals. Teachers are recruited through various job fairs. In addition, the school district provides a monetary supplement as an incentive to retain highly qualified teachers in the Glades area. Club sponsor opportunities provide additional pay.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers participate in the Educator Support Program provided by the School District of Palm Beach County and led by the school site administrator. New teacher trimester meetings with leadership team. New teachers are paired with mentor teachers who are trained in Clinical Education and experienced in their instructional area. New teachers and mentors meet regularly to discuss goals, plan activities and provide feedback. School administrators conduct evaluations to monitor the development of new teachers and verifies completion of the program.

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Gove elementary provides opportunities for teachers to unpack the the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the the standards. This supports a deeper level of comprehension. With the learning opportunities and conversations among the staff, this promotes dialogue that can dispel misunderstandings as well promote opportunities for growth in instructional practice, curriculum, and the standards.

Gove is currently using iReady which provides rigorous, on grade level instruction and practice which are aligned to the standards. We also will use Read 180 which is a comprehensive reading intervention program designed for students who are below grade level and hopefully, bring them up to grade level.



## Instructional Strategies

**Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments**

After analyzing test data, students are grouped for instruction according to strengths and weaknesses. Additional remediation is provided for students at risk through Immediate Intensive Intervention, Supplemental Academic Instruction, tutorials. Grade level team data chats.

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** After School Program

**Minutes added to school year:** 360

Title I funds will be used to provide intensive instructional support for all students in the areas of reading, math and science.

### **Strategy Rationale**

Based on last year's Florida Standards Assessment and present academic data.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Garcia, Osvaldo, [osvaldo.garcia@palmbeachschools.org](mailto:osvaldo.garcia@palmbeachschools.org)

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The data is collected through fall and winter diagnostic tests, reading running records, i-Ready, Rti, iii, and LLI. Data is reviewed at weekly Learning Team Meetings to ensure progress and adjust instructional goals.

**Strategy:** Extended School Day

**Minutes added to school year:** 360

### **Strategy Rationale**

### **Strategy Purpose(s)**

""

### **Person(s) responsible for monitoring implementation of the strategy**

### **Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

## Student Transition and Readiness

### PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

At Gove Elementary, several steps are taken to assist preschool children transition from early childhood programs to Kindergarten. Parents are invited to attend a Fall Magnet Open House. Notification of the meeting and applications are shared with pre-schools in the area. Pre-school students and their parents, along with pre-school teachers, are also invited to our school for a tour of the facilities. An orientation is provided for parents and local pre-school teachers to gain an understanding of student expectations and academic standards at the Kindergarten level. In addition, in the spring of each year, a Kindergarten Round-Up is held. During this event, fall requirements are fully explained and a list of activities are provided to parents so they can better prepare their children for elementary school.

As school begins, a needs assessment is conducted within the first few weeks of school for every student entering Kindergarten. Teachers assess student readiness through the District K-4 Literacy Assessment System and Florida Kindergarten Readiness Screening (Work Sampling System). These assessments allow teachers to address the class and individual student academic needs when planning instruction. The classroom teacher, with the support of a reading coach, interprets data and implements strategies to support the individual needs of students.

An assembly is provided for our 5th and 6th grade students to orient them to middle school options. Counselors meet with students to assist in decision making and transitional needs. During the Magnet Open House, middle schools are invited to present an overview of available programs to parents.

### College and Career Readiness

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If research based professional development is provided for all teachers, then teacher capacity for rigorous instruction will be obtained and student achievement will increase throughout the school year.
- G2.** If parents are provided academic and social strategies, then students/families and school relationships will enhance academic achievement.
- G3.** If teachers provide rigorous instruction, then student achievement will increase in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If research based professional development is provided for all teachers, then teacher capacity for rigorous instruction will be obtained and student achievement will increase throughout the school year. 1a

G074853

**Targets Supported** 1b

Indicator	Annual Target
-----------	---------------

Math Gains

**Resources Available to Support the Goal** 2

- LSI Coach, Academic coaches, Achieve 3000, iReady (Reading and Math), Blender, Read 180, LLI

**Targeted Barriers to Achieving the Goal** 3

- Level of understanding related to unpacking the new standards which increases rigorous instruction.

**Plan to Monitor Progress Toward G1.** 8

**Person Responsible**

**Schedule**

**Evidence of Completion**

**G2.** If parents are provided academic and social strategies, then students/families and school relationships will enhance academic achievement. 1a

G074854

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- Community resource liaison, magnet coordinator, literacy coaches, dual language coach, family center, community language facilitators and migrant support services

**Targeted Barriers to Achieving the Goal** 3

- Parents are limited in their understanding of the standards, assessments social awareness facing students.

**Plan to Monitor Progress Toward G2.** 8

Action 5- Data collected will include attendance, travel logs, phone logs

**Person Responsible**

Sheila Galera

**Schedule**

Monthly, from 8/17/2015 to 6/2/2016

**Evidence of Completion**

Parent attendance logs and conference records will be collected from each event.

**Plan to Monitor Progress Toward G2.** 8

Action 6- Meeting notes, power point, handouts

**Person Responsible**

Dora Lopez

**Schedule**

Monthly, from 1/4/2016 to 5/20/2016

**Evidence of Completion**

**G3. If teachers provide rigorous instruction, then student achievement will increase in all content areas.** 1a

G074855

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal** 2

- iReady (Reading and Math)
- Academic Coaches (Reading, Math, Dual Language Coach)
- Area and District Support Staff
- LSI Coach, Rigor Coach, LSI support coaches

**Targeted Barriers to Achieving the Goal** 3

- Teachers understanding of rigorous instruction.

**Plan to Monitor Progress Toward G3.** 8

Diagnostic #1 and #2 data, & Unit Assessments for Reading, Math, Science, and Writing, Florida Standard Assessment

**Person Responsible**

Oswaldo Garcia

**Schedule**

Every 2 Months, from 9/25/2014 to 4/30/2015

**Evidence of Completion**

Learning Team Meeting Data, Diagnostic Data Reports on Reading, Math, Science, and Writing, Florida Standard Assessment results

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If research based professional development is provided for all teachers, then teacher capacity for rigorous instruction will be obtained and student achievement will increase throughout the school year. **1**

 G074853

**G1.B1** Level of understanding related to unpacking the new standards which increases rigorous instruction.

**2**

 B195513

**G1.B1.S1** Academic coaches will provide intense training related to the FSA and LSI strategies. **4**

 S207178

#### Strategy Rationale

Teachers understanding of standards and LSI components.

#### Action Step 1 **5**

Primary reading coach will provide targeted professional development related to unpacking the standards.

#### Person Responsible

Kelly Donovan

#### Schedule

Daily, from 8/10/2015 to 6/3/2016

#### Evidence of Completion

Coaches schedule, logs, PD agenda

**Action Step 2** 5

Intermediate reading coach will provide targeted professional development related to unpacking the standards.

**Person Responsible**

Denelda Ascheman

**Schedule**

Daily, from 8/10/2015 to 6/3/2016

***Evidence of Completion***

Coaches schedule, logs, PD agenda

**Action Step 3** 5

Math coach will provide targeted professional development related to unpacking the standards.

**Person Responsible**

Marjorie Burlison

**Schedule**

Daily, from 8/10/2015 to 12/18/2015

***Evidence of Completion***

Coaches schedule, logs, PD agenda

**Action Step 4** 5

Provide release time (subs) for teachers to attend PD that is offered during the school day.

**Person Responsible**

Oswaldo Garcia

**Schedule**

Quarterly, from 9/28/2015 to 5/31/2016

***Evidence of Completion***

TDE, agendas, sub slips

**Action Step 5** 5

Provide professional development from coaches and LSI coaches, conduct rigor walks, provide feedback on all levels (conditions for learning, monitoring for learning, teaching foundations and goals and scales).

**Person Responsible**

Oswaldo Garcia

**Schedule**

Daily, from 8/10/2015 to 6/3/2016

***Evidence of Completion***

Data from rigor walks, feedback notes

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Meet with coaches to discuss schedule, PD planning, and conferencing related to the coaching cycle.

**Person Responsible**

Oswaldo Garcia

**Schedule**

Biweekly, from 8/26/2015 to 6/3/2016

***Evidence of Completion***

Coaches schedule of reflecting the coaching cycle, agendas from meeting related to PD, sign-in sheets

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

**Person Responsible**

**Schedule**


***Evidence of Completion***



**G2.** If parents are provided academic and social strategies, then students/families and school relationships will enhance academic achievement. **1**

 G074854

**G2.B1** Parents are limited in their understanding of the standards, assessments social awareness facing students. **2**

 B195514

**G2.B1.S1** Provide academic and social trainings for parents. **4**

 S207179

### **Strategy Rationale**

Parents can assist their children by understanding the academic requirements and social issues students face.

### **Action Step 1** **5**

Parents will be provided with communication regarding school information via home visits and mailings.

#### **Person Responsible**

Oswaldo Garcia

#### **Schedule**

Daily, from 8/10/2015 to 6/2/2016

#### **Evidence of Completion**

Attendance, volunteer sign in sheets, agendas, guidance logs

### **Action Step 2** **5**

Trimester Award Assemblies based on the standards

#### **Person Responsible**

Sheila Galera

#### **Schedule**

Quarterly, from 11/2/2015 to 6/3/2016

#### **Evidence of Completion**

Sign in sheets and agendas from teachers of award ceremonies.

### Action Step 3 5

Open House and curriculum night will be held to provide parents with the knowledge of the curriculum being implemented this year.

**Person Responsible**

Oswaldo Garcia

**Schedule**

On 9/10/2015

***Evidence of Completion***

Flyers, callouts, agendas and sign-in sheets, video presentation

### Action Step 4 5

Parent liaison will provide families with trainings and resources needed to enhance academic achievement.

**Person Responsible**

Sheila Galera

**Schedule**

Daily, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

Invitations/flyers,agenda, handouts, schedule of parent trainings and evaluations.

### Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Action 5- Collecting sign in sheets, handouts, evaluations, invitations

**Person Responsible**

Sheila Galera

**Schedule**

Monthly, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

Sign in sheets, surveys, evaluations

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Action 6- Will have planning notes, create power point presentation in both languages

**Person Responsible**

Dora Lopez

**Schedule**

On 6/2/2016

***Evidence of Completion***

Advertising in the newspaper, invitations to preschools and community, Kindergarten round up packet for parents

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Action 5- Meeting monthly to develop and discuss plans

**Person Responsible**

Sheila Galera

**Schedule**

Monthly, from 8/17/2015 to 6/2/2016

***Evidence of Completion***

Collecting meeting notes and evidence of planning

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Action 6- Registration forms will be collected from parents.

**Person Responsible**

Sheila Galera

**Schedule**

Monthly, from 5/20/2016 to 6/2/2016

***Evidence of Completion***

Registration forms, sign in sheets for Kindergarten round up, and pre-school log in sheets.

**G3.** If teachers provide rigorous instruction, then student achievement will increase in all content areas. 1

G074855

**G3.B1** Teachers understanding of rigorous instruction. 2

B195518

**G3.B1.S1** Provide extended learning opportunities for targeted students based on data from various sources. 4

S207180

### Strategy Rationale

Additional time needed to master skills to be successful on FSA.

### Action Step 1 5

Primary reading resource teacher will provide small group instruction.

#### Person Responsible

Kelly Donovan

#### Schedule

Daily, from 9/30/2015 to 5/31/2016

#### Evidence of Completion

Schedules, student rosters, lesson plans

### Action Step 2 5

Intermediate reading resource teacher will provide small group instruction.

#### Person Responsible

Denelda Ascheman

#### Schedule

Daily, from 9/30/2015 to 5/31/2016

#### Evidence of Completion

Schedules, student rosters, lesson plans

### Action Step 3 5

Math resource teacher will provide small group instruction.

**Person Responsible**

Marjorie Burlison

**Schedule**

Daily, from 9/30/2015 to 12/18/2015

**Evidence of Completion**

Schedules, student rosters, lesson plans

### Action Step 4 5

Provide afterschool and summer tutorial for targeted students based on assessment data.

**Person Responsible**

Sheila Galera

**Schedule**

Daily, from 10/1/2015 to 6/30/2016

**Evidence of Completion**

Sign-in sheets, lesson plans, teacher sign-in, student rosters

### Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

i-Ready Professional development for teachers

**Person Responsible**

Kelly Donovan

**Schedule**

Semiannually, from 10/9/2014 to 4/30/2015

**Evidence of Completion**

Teacher Usage Reports, Teacher Sign In, Training Agendas

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Classroom Observations, and Tutorial Class Observations

**Person Responsible**

Sheila Galera

**Schedule**

Weekly, from 10/31/2014 to 4/30/2015

**Evidence of Completion**

Instructional Material use samples, i-Ready usage and academic progress reports

**Plan to Monitor Fidelity of Implementation of G3.B1.S1** 6

Analyze Data to develop a list of targeted students

**Person Responsible**

Kelly Donovan

**Schedule**

Biweekly, from 9/4/2015 to 6/3/2016

**Evidence of Completion**

List of target students in the lowest 25% from data, IReady Data, RRR data

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Student data reports from i-Ready Math, FSQ's.

**Person Responsible**

Marjorie Burlison

**Schedule**

Weekly, from 9/4/2015 to 6/3/2016

**Evidence of Completion**

Student data reports will be collected and reviewed for effectiveness.

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1** 7

Student data reports from i-Ready Reading, FSQ's and RRR.

**Person Responsible**

Kelly Donovan


**Schedule**

Weekly, from 9/4/2015 to 6/3/2016

**Evidence of Completion**

Student data reports will be collected and reviewed for effectiveness.

**G3.B1.S2** Resource staff will provide small group instruction for Tier III students. 4

 S207181

**Strategy Rationale**

Tier III students are in need of small group setting to focus on skills that need additional practice.

**Action Step 1** 5

Primary reading resource will provide small group instruction based on various data.

**Person Responsible**

Kelly Donovan

**Schedule**

Daily, from 9/30/2015 to 3/31/2016

**Evidence of Completion**

Student rosters, lesson plans, schedule

**Action Step 2** 5

Intermediate reading resource will provide small group instruction based on various data.

**Person Responsible**

Denelda Ascheman

**Schedule**

Daily, from 9/30/2015 to 3/31/2016

**Evidence of Completion**

Student rosters, lesson plans, schedule

**Action Step 3** 5

Math resource will provide small group instruction based on various data.

**Person Responsible**

Marjorie Burlison

**Schedule**

Daily, from 10/1/2015 to 3/31/2016

***Evidence of Completion***

Student rosters, lesson plans, schedule

**Plan to Monitor Fidelity of Implementation of G3.B1.S2** 6

Meet with tutorial teacher to plan for tutorial.

**Person Responsible**

Sheila Galera

**Schedule**

Monthly, from 9/21/2015 to 3/31/2016

***Evidence of Completion***

Notes from meeting, class rosters



**G3.B1.S3** Computer based program and support resources will be used to provide additional instruction afterschool. 4

 S207182

### **Strategy Rationale**

Students need additional instructional time to practice skills needed to be successful on the FSA.

### **Action Step 1** 5

Computer based program and support resources will be used to provide additional instructional support.

#### **Person Responsible**

Sheila Galera

#### **Schedule**

Daily, from 10/1/2015 to 6/3/2016

#### **Evidence of Completion**

Schedule, student roster

### **Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Meet with tutorial teachers to review schedule and student progress.

#### **Person Responsible**

Sheila Galera

#### **Schedule**

Monthly, from 10/14/2015 to 5/31/2016

#### **Evidence of Completion**

Meeting notes, revised student rosters

**G3.B1.S4** Provide students with hands-on learning involving Science, Technology, Engineering, and Math (STEM) **4**

 S207183

**Strategy Rationale**

Students need to experience hands-on learning.

**Action Step 1** **5**

Provide hands-on STEM activities involving students and parents.

**Person Responsible**

Sheila Galera

**Schedule**

On 3/31/2016

**Evidence of Completion**

Flyer, sign-in sheets

**Plan to Monitor Fidelity of Implementation of G3.B1.S4** **6**

Meet with school based leadership team, math and science teachers to organize and plan STEM activities.

**Person Responsible**

Sheila Galera

**Schedule**

Monthly, from 11/4/2015 to 3/30/2016

**Evidence of Completion**

Meeting notes, sign-in sheets, evaluations

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Primary reading coach will provide targeted professional development related to unpacking the standards.	Donovan, Kelly	8/10/2015	Coaches schedule, logs, PD agenda	6/3/2016 daily
G2.B1.S1.A1	Parents will be provided with communication regarding school information via home visits and mailings.	Garcia, Osvaldo	8/10/2015	Attendance, volunteer sign in sheets, agendas, guidance logs	6/2/2016 daily

**Palm Beach - 1241 - Gove Elementary School - 2015-16 SIP**  
*Gove Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A1	Primary reading resource teacher will provide small group instruction.	Donovan, Kelly	9/30/2015	Schedules, student rosters, lesson plans	5/31/2016 daily
G3.B1.S2.A1	Primary reading resource will provide small group instruction based on various data.	Donovan, Kelly	9/30/2015	Student rosters, lesson plans, schedule	3/31/2016 daily
G3.B1.S3.A1	Computer based program and support resources will be used to provide additional instructional support.	Galera, Sheila	10/1/2015	Schedule, student roster	6/3/2016 daily
G3.B1.S4.A1	Provide hands-on STEM activities involving students and parents.	Galera, Sheila	1/5/2016	Flyer, sign-in sheets	3/31/2016 one-time
G1.B1.S1.A2	Intermediate reading coach will provide targeted professional development related to unpacking the standards.	Ascheman, Denelda	8/10/2015	Coaches schedule, logs, PD agenda	6/3/2016 daily
G2.B1.S1.A2	Trimester Award Assemblies based on the standards	Galera, Sheila	11/2/2015	Sign in sheets and agendas from teachers of award ceremonies.	6/3/2016 quarterly
G3.B1.S1.A2	Intermediate reading resource teacher will provide small group instruction.	Ascheman, Denelda	9/30/2015	Schedules, student rosters, lesson plans	5/31/2016 daily
G3.B1.S2.A2	Intermediate reading resource will provide small group instruction based on various data.	Ascheman, Denelda	9/30/2015	Student rosters, lesson plans, schedule	3/31/2016 daily
G1.B1.S1.A3	Math coach will provide targeted professional development related to unpacking the standards.	Burlison, Marjorie	8/10/2015	Coaches schedule, logs, PD agenda	12/18/2015 daily
G2.B1.S1.A3	Open House and curriculum night will be held to provide parents with the knowledge of the curriculum being implemented this year.	Garcia, Osvaldo	9/10/2015	Flyers, callouts, agendas and sign-in sheets, video presentation	9/10/2015 one-time
G3.B1.S1.A3	Math resource teacher will provide small group instruction.	Burlison, Marjorie	9/30/2015	Schedules, student rosters, lesson plans	12/18/2015 daily
G3.B1.S2.A3	Math resource will provide small group instruction based on various data.	Burlison, Marjorie	10/1/2015	Student rosters, lesson plans, schedule	3/31/2016 daily
G1.B1.S1.A4	Provide release time (subs) for teachers to attend PD that is offered during the school day.	Garcia, Osvaldo	9/28/2015	TDE, agendas, sub slips	5/31/2016 quarterly
G2.B1.S1.A4	Parent liaison will provide families with trainings and resources needed to enhance academic achievement.	Galera, Sheila	8/17/2015	Invitations/flyers,agenda, handouts, schedule of parent trainings and evaluations.	6/2/2016 daily
G3.B1.S1.A4	Provide afterschool and summer tutorial for targeted students based on assessment data.	Galera, Sheila	10/1/2015	Sign-in sheets, lesson plans, teacher sign-in, student rosters	6/30/2016 daily
G1.B1.S1.A5	Provide professional development from coaches and LSI coaches, conduct rigor walks, provide feedback on all levels (conditions for learning, monitoring for learning, teaching foundations and goals and scales).	Garcia, Osvaldo	8/10/2015	Data from rigor walks, feedback notes	6/3/2016 daily
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	Meet with coaches to discuss schedule, PD planning, and conferencing related to the coaching cycle.	Garcia, Osvaldo	8/26/2015	Coaches schedule of reflecting the coaching cycle, agendas from meeting related to PD, sign-in sheets	6/3/2016 biweekly
G2.MA1	Action 5- Data collected will include attendance, travel logs, phone logs	Galera, Sheila	8/17/2015	Parent attendance logs and conference records will be collected from each event.	6/2/2016 monthly
G2.MA2	Action 6- Meeting notes, power point, handouts	Lopez, Dora	1/4/2016		5/20/2016 monthly

**Palm Beach - 1241 - Gove Elementary School - 2015-16 SIP**  
*Gove Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1	Action 5- Meeting monthly to develop and discuss plans	Galera, Sheila	8/17/2015	Collecting meeting notes and evidence of planning	6/2/2016 monthly
G2.B1.S1.MA4	Action 6- Registration forms will be collected from parents.	Galera, Sheila	5/20/2016	Registration forms, sign in sheets for Kindergarten round up, and pre-school log in sheets.	6/2/2016 monthly
G2.B1.S1.MA1	Action 5- Collecting sign in sheets, handouts, evaluations, invitations	Galera, Sheila	8/17/2015	Sign in sheets, surveys, evaluations	6/2/2016 monthly
G2.B1.S1.MA3	Action 6- Will have planning notes, create power point presentation in both languages	Lopez, Dora	5/20/2016	Advertising in the newspaper, invitations to preschools and community, Kindergarten round up packet for parents	6/2/2016 one-time
G3.MA1	Diagnostic #1 and #2 data, & Unit Assessments for Reading, Math, Science, and Writing, Florida Standard Assessment	Garcia, Osvaldo	9/25/2014	Learning Team Meeting Data, Diagnostic Data Reports on Reading, Math, Science, and Writing, Florida Standard Assessment results	4/30/2015 every-2-months
G3.B1.S1.MA1	Student data reports from i-Ready Math, FSQ's.	Burlison, Marjorie	9/4/2015	Student data reports will be collected and reviewed for effectiveness.	6/3/2016 weekly
G3.B1.S1.MA5	Student data reports from i-Ready Reading, FSQ's and RRR.	Donovan, Kelly	9/4/2015	Student data reports will be collected and reviewed for effectiveness.	6/3/2016 weekly
G3.B1.S1.MA1	i-Ready Professional development for teachers	Donovan, Kelly	10/9/2014	Teacher Usage Reports, Teacher Sign In, Training Agendas	4/30/2015 semiannually
G3.B1.S1.MA2	Classroom Observations, and Tutorial Class Observations	Galera, Sheila	10/31/2014	Instructional Material use samples, i-Ready usage and academic progress reports	4/30/2015 weekly
G3.B1.S1.MA4	Analyze Data to develop a list of targeted students	Donovan, Kelly	9/4/2015	List of target students in the lowest 25% from data, IReady Data, RRR data	6/3/2016 biweekly
G3.B1.S2.MA1	Meet with tutorial teacher to plan for tutorial.	Galera, Sheila	9/21/2015	Notes from meeting, class rosters	3/31/2016 monthly
G3.B1.S3.MA1	Meet with tutorial teachers to review schedule and student progress.	Galera, Sheila	10/14/2015	Meeting notes, revised student rosters	5/31/2016 monthly
G3.B1.S4.MA1	Meet with school based leadership team, math and science teachers to organize and plan STEM activities.	Galera, Sheila	11/4/2015	Meeting notes, sign-in sheets, evaluations	3/30/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** If research based professional development is provided for all teachers, then teacher capacity for rigorous instruction will be obtained and student achievement will increase throughout the school year.

**G1.B1** Level of understanding related to unpacking the new standards which increases rigorous instruction.

**G1.B1.S1** Academic coaches will provide intense training related to the FSA and LSI strategies.

### PD Opportunity 1

Primary reading coach will provide targeted professional development related to unpacking the standards.

#### Facilitator

Kelly Donovan

#### Participants

K-2 Reading ELA (English teachers)

#### Schedule

Daily, from 8/10/2015 to 6/3/2016

### PD Opportunity 2

Intermediate reading coach will provide targeted professional development related to unpacking the standards.

#### Facilitator

Denelda Ascherman

#### Participants

3-6 Reading ELA (English teachers)

#### Schedule

Daily, from 8/10/2015 to 6/3/2016

### **PD Opportunity 3**

Provide release time (subs) for teachers to attend PD that is offered during the school day.

#### **Facilitator**

Various teachers

#### **Participants**

K-6 teachers

#### **Schedule**

Quarterly, from 9/28/2015 to 5/31/2016

### **PD Opportunity 4**

Provide professional development from coaches and LSI coaches, conduct rigor walks, provide feedback on all levels (conditions for learning, monitoring for learning, teaching foundations and goals and scales).

#### **Facilitator**

LSI Coaches, Learning Team Facilitator, Reading Coach

#### **Participants**

All teachers

#### **Schedule**

Daily, from 8/10/2015 to 6/3/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Primary reading coach will provide targeted professional development related to unpacking the standards.</b>				<b>\$36,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Gove Elementary School	Title I Part A		\$35,945.40
<i>Notes: Salary and benefits for .5 Primary Reading Coach (K. Donovan)</i>						
			1241 - Gove Elementary School	Title I Part A		\$1,000.00
<i>Notes: Supplies for Coach to provide PD include paper, ink, chart paper, folders, binders, white board markers/cleaners, pens/pencils, post-its.</i>						
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Intermediate reading coach will provide targeted professional development related to unpacking the standards.</b>				<b>\$36,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Gove Elementary School	Title I Part A		\$35,945.40
<i>Notes: Salary and benefits for .5 Intermediate Reading Coach (D.Ascherman)</i>						
			1241 - Gove Elementary School	Title I Part A		\$1,000.00
<i>Notes: Supplies for Coach to provide PD include paper, ink, chart paper, folders, binders, white board markers/cleaners, pens/pencils, post-its.</i>						
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Math coach will provide targeted professional development related to unpacking the standards.</b>				<b>\$36,945.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Gove Elementary School	Title I Part A		\$35,945.40
<i>Notes: Salary and benefits for .5 Math Coach (M. Burlison)</i>						
			1241 - Gove Elementary School	Title I Part A		\$1,000.00
<i>Notes: Supplies for Coach to provide PD include paper, ink, chart paper, folders, binders, white board markers/cleaners, pens/pencils, post-its.</i>						
<b>4</b>	<b>G1.B1.S1.A4</b>	<b>Provide release time (subs) for teachers to attend PD that is offered during the school day.</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			1241 - Gove Elementary School	Title I Part A		\$2,000.00
			<i>Notes: Salary and benefits for PD subs</i>			
5	G1.B1.S1.A5	<b>Provide professional development from coaches and LSI coaches, conduct rigor walks, provide feedback on all levels (conditions for learning, monitoring for learning, teaching foundations and goals and scales).</b>				\$0.00
6	G2.B1.S1.A1	<b>Parents will be provided with communication regarding school information via home visits and mailings.</b>				\$0.00
7	G2.B1.S1.A2	<b>Trimester Award Assemblies based on the standards</b>				\$0.00
8	G2.B1.S1.A3	<b>Open House and curriculum night will be held to provide parents with the knowledge of the curriculum being implemented this year.</b>				\$0.00
9	G2.B1.S1.A4	<b>Parent liaison will provide families with trainings and resources needed to enhance academic achievement.</b>				\$35,845.12
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Gove Elementary School	Title I Part A		\$5,188.93
			<i>Notes: Supplies for parent trainings include Kindergarten round-up items, paper, refreshments, ink, books, pencils, chart paper, post-its, pens</i>			
			1241 - Gove Elementary School	Title I Part A		\$30,656.19
			<i>Notes: Salary and benefits for parent liaison (S. Rodriguez)</i>			
10	G3.B1.S1.A1	<b>Primary reading resource teacher will provide small group instruction.</b>				\$0.00
11	G3.B1.S1.A2	<b>Intermediate reading resource teacher will provide small group instruction.</b>				\$37,395.40
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Gove Elementary School	Title I Part A		\$35,945.40
			<i>Notes: Salary and benefits for .5 intermediate reading resource (D.Ascherman)</i>			
			1241 - Gove Elementary School	Title I Part A		\$850.00
			<i>Notes: Supplies for resource teacher include paper, ink, chart paper, white board markers/cleaners, folders, colored pencils, notebooks, journals, pencils</i>			
			1241 - Gove Elementary School	Title I Part A		\$600.00
			<i>Notes: Substitutes for Ms. Ascherman</i>			
12	G3.B1.S1.A3	<b>Math resource teacher will provide small group instruction.</b>				\$36,870.40
	Function	Object	Budget Focus	Funding Source	FTE	2015-16



Budget Data							
			1241 - Gove Elementary School	Title I Part A		\$925.00	
<i>Notes: Supplies for resource teacher include paper, ink, chart paper, white board markers/cleaners, folders, colored pencils, notebooks, journals, pencils</i>							
			1241 - Gove Elementary School	Title I Part A		\$35,945.40	
<i>Notes: Salary and benefits for .5 Math Resource Teacher (M. Burlison)</i>							
<b>13</b>	<b>G3.B1.S1.A4</b>	<b>Provide afterschool and summer tutorial for targeted students based on assessment data.</b>					<b>\$20,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1241 - Gove Elementary School	Title I Part A		\$20,000.00	
<i>Notes: Salary and benefits for tutors</i>							
<b>14</b>	<b>G3.B1.S2.A1</b>	<b>Primary reading resource will provide small group instruction based on various data.</b>					<b>\$37,395.40</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1241 - Gove Elementary School	Title I Part A		\$35,945.40	
<i>Notes: Salary and benefits for .5 Reading Resource Tchr (K. Donovan)</i>							
			1241 - Gove Elementary School	Title I Part A		\$850.00	
<i>Notes: Supplies for resource teacher include paper, ink, chart paper, white board markers/cleaners, folders, colored pencils, notebooks, journals, pencils</i>							
			1241 - Gove Elementary School	Title I Part A		\$600.00	
<i>Notes: Substitutes for Ms. Donovan</i>							
<b>15</b>	<b>G3.B1.S2.A2</b>	<b>Intermediate reading resource will provide small group instruction based on various data.</b>					<b>\$0.00</b>
<b>16</b>	<b>G3.B1.S2.A3</b>	<b>Math resource will provide small group instruction based on various data.</b>					<b>\$0.00</b>
<b>17</b>	<b>G3.B1.S3.A1</b>	<b>Computer based program and support resources will be used to provide additional instructional support.</b>					<b>\$34,145.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			1241 - Gove Elementary School	Title I Part A		\$20,345.00	
<i>Notes: iReady Reading , Math and Reading A-Z software licenses</i>							
			1241 - Gove Elementary School	Title I Part A		\$13,800.00	
<i>Notes: iReady resource materials</i>							

<b>Budget Data</b>						
<b>18</b>	<b>G3.B1.S4.A1</b>	<b>Provide hands-on STEM activities involving students and parents.</b>				<b>\$3,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1241 - Gove Elementary School	Title I Part A		\$3,000.00
			<i>Notes: STEM field trip/activity</i>			
					<b>Total:</b>	<b>\$317,487.52</b>