

The School District of Palm Beach County

Gove Elementary School



2016-17 Schoolwide Improvement Plan

Gove Elementary School

900 SE AVENUE G, Belle Glade, FL 33430

<https://goves.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	D*	C	B

**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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Gove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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 4 days a week for students to exchange summer slide books in order to maintain and or increase reading proficiency levels and students were able to check out books once a week .

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

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

The school sends home letters and a Parent Link call is made to inform parents of arrival, dismissal and first week procedures. Arrival and dismissal procedures are explained to the parents regarding parent pick up, bus, walkers, and bike riders. Supervising personnel monitors 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.

c. 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 are held to inform students of our School Wide Positive Behavior Intervention System (SWPBIS) rules and incentives for appropriate and excellent behavior.

d. 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.

3. Early Warning Systems

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

a. 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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	24	14	14	15	13	12	9	0	0	0	0	0	0	101
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	0	0	0	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	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. 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 (Supplemental and Intensive), Supplemental Academic Instruction (SAI), I-Ready, Tutorials, Leveled Literacy Intervention (LLI). We have an incentive attendance plan with the counselors .

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. 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.

2. 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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Curtiss, Roxanne	Principal
Galera, Sheila	Assistant Principal
Lopez, Dora	Other
Ascheman, Denelda	Instructional Coach
Donovan, Kelly	Instructional Coach
Gutierrez, Claudia	Other
Riker, Michelle	School Counselor
Thompson, Julie	Other
Michno, Jessica	SAC Member

b. Duties

1. 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 single school culture coordinator, 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 intensive 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.

2. 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 RtI 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 RtI processes
- assessment of RtI skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- professional development to support RtI implementation is provided
- effective communication with parents regarding school-based RtI 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/resource teachers. Families are provided resources and academic training through APTT.

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. Additionally 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 and 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. We also are part of the supper program that provides a full meal to students in our tutorial programs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Roxanne Curtiss	Principal
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
Daniel Cavazos	Parent
Altagracia Medina	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

At the beginning of the school year, the SAC received a presentation from the assistant principal outlining the school data from FY16 that determined the school grade. In addition, the principal and assistant principal explained the areas of focus for the FY17 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.

c. Preparation of the school's annual budget and plan

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

2. 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

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Donovan, Kelly	Instructional Coach
Ascheman, Denelda	Instructional Coach
Galera, Sheila	Assistant Principal
Michno, Jessica	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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 are promoted through Leadership Team meetings, Grade Chairs' meetings, and PLCs.

2. 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.

3. 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 which are led by the school site administrator. New teacher meetings are held with the leadership team. Mentor teachers who are trained in Clinical Education and experienced in their instructional area, are paired with new teachers and meet regularly to discuss goals, plan activities, and provide feedback. School administrators conduct evaluations to monitor the development of new teachers and verify completion of the program.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Gove elementary provides opportunities for teachers to collaborate and unpack the the Florida Standards. The scales and learning goals help to plan 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 and iStation which provides rigorous, on grade level instruction and practice which are aligned to the standards. Reading Plus in grade 6 which is a comprehensive reading intervention program will be used to bring students up to grade level. bring them up to grade level.

b. Instructional Strategies

1. 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.

Data is analyzed at grade and class levels, students are grouped for instruction according to strengths and weaknesses. PLCs at grade level team meetings assist teachers with grade level data chats and to individualize data chats. Additional remediation is provided for students at risk through Immediate Intensive Intervention, Supplemental Academic Instruction, and tutorials.

2. 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: Extended School Day

Minutes added to school year: 5,400

During EDR, teachers work with small groups using LLI or have students use i Ready. Teacher also work with small instructional groups. Title I funds will be used to provide intensive instructional support for all students in the areas of reading, math and science for additional tutorial after school.

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

Galera, Sheila, sheila.galera@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: 5,400

small group reading instruction

Strategy Rationale

Low academic performance

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Galera, Sheila, sheila.galera@palmbeachschools.org

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

iReady Reading reports, RRR, LLI and diagnostics will analyzed to regroup students based on academic needs.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 students register during the summer, 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.

Gove has a yearly Career day and Vehicle day for all students. Speakers in various careers speak to our students of how to achieve their goals academically and/or through vocational methods. Gove has begun an AVID program in grades 4, 5 and 6 in order to help our students prepare for their future careers.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade.

- G2.** If we deliver effective and relevant instruction in math, then we will increase mastery across all grade levels.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade. 1a

G083688

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	31.0

Targeted Barriers to Achieving the Goal 3

- Limited foundational skills
- Teacher planning, development and delivery of rigorous core Instruction in Reading.
- Parents are limited in their understanding of the standards, assessments, and social issues facing students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Resource teachers, Coaches, i Ready technology, I Station, LLI , Wilson Foundations, extended day, iii, Rtl, and tutorials
- Resource teachers, Coaches, PLC schedule, Regional support and curriculum support
- Professional development days, regional support team, Reading Coaches, Dual language Coach, ESOL support and district training sessions

Plan to Monitor Progress Toward G1. 8

Formative assessments

Person Responsible

Julie Thompson

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

FSQs, USAs, RRR, and District Diagnostics

G2. If we deliver effective and relevant instruction in math, then we will increase mastery across all grade levels. 1a

G083689

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	38.0

Targeted Barriers to Achieving the Goal 3

- Instructional Staff has limited content knowledge on planning for and delivering rigorous standards-based instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Academic coaches, I Station, iReady, Blender, small group, Math Regional Support

Plan to Monitor Progress Toward G2. 8

Leadership Team will review assessments data to determine if adequate progress is being made and design additional action steps as needed.

Person Responsible

Sheila Galera

Schedule

Monthly, from 9/12/2016 to 5/26/2017

Evidence of Completion

FSQs, USAs, i Ready reports, iObservation Data Chats and District Diagnostics

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade. 1

G083688

G1.B1 Limited foundational skills 2

B222152

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspirations of each learner. 4

S234440

Strategy Rationale

Students need additional time and differentiation to master the skills needed to be successful in the classroom.

Action Step 1 5

All Reading teachers will provide supplemental instruction. Resource teachers will provide intensive intervention.

Person Responsible

Kelly Donovan

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedules of Intensive and supplemental groups, Lesson Plans, Student Data, SBT Meeting Notes and Agenda

Action Step 2 5

All Varying Exceptionality students will receive small group push in support.

Person Responsible

Sheila Galera

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Daily ParaProfessional support schedule, roster of students, collaborative meeting notes with Teachers

Action Step 3 5

Extended learning opportunities will be provided afterschool and during the summer for targeted students based on need.

Person Responsible

Sheila Galera

Schedule

Daily, from 10/14/2016 to 6/29/2017

Evidence of Completion

Schedule, roster of students, sample of lesson plans and student sign in sheets

Action Step 4 5

Implement AIMS Web Plus for targeted students

Person Responsible

Julie Thompson

Schedule

Weekly, from 9/19/2016 to 5/19/2017

Evidence of Completion

Roster of students and usage reports

Action Step 5 5

Students in grades 4, 5 and 6 will be given AVID strategies to enhance core instruction.

Person Responsible

Sheila Galera

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

copies of agendas, lesson plans

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

Schedule Meetings to review data and revise/create groups based on data for Intensive instruction

Person Responsible

Julie Thompson

Schedule

Monthly, from 8/9/2016 to 5/19/2017

Evidence of Completion

Lesson Plans, Student Data from Performance Matters and I-Ready, SBT meeting Notes, Monitoring logs with data points, graphs and notes from Meetings with Admin.

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

Peer monitoring of lessons, administrative observations with feedback

Person Responsible

Roxanne Curtiss

Schedule

Weekly, from 8/29/2016 to 6/1/2017

Evidence of Completion

Coaching and feedback tool, I-Observation feedback notes and checklists

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

Utilize I-Ready student reports

Person Responsible

Julie Thompson

Schedule

Monthly, from 9/9/2016 to 6/1/2017

Evidence of Completion

Usage Reports, Performance and Growth Reports

G1.B2 Teacher planning, development and delivery of rigorous core Instruction in Reading. 2

B222153

G1.B2.S1 Develop the capacity to deliver effective instruction through professional development. 4

S234441

Strategy Rationale

Teachers understanding of standards and strategies tied to core instruction will increase teacher's content knowledge and ability to deliver effective instruction.

Action Step 1 5

The Primary Reading Coach will work with ELA teachers on professional development on teaching the Florida standards by modeling best practices, providing PD, and providing teachers with data to help drive instruction.

Person Responsible

Kelly Donovan

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Coaches schedule, logs, PD agenda

Action Step 2 5

The Intermediate Reading Coach will work with ELA teachers on professional development on teaching the Florida standards by modeling best practices, providing PD, and providing teachers with data to help drive instruction.

Person Responsible

Denelda Ascheman

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Coaches schedule, logs, PD agenda

Action Step 3 5

Provide subs for teachers to attend PD to improve targeted instruction related to FSA standards.

Person Responsible

Sheila Galera

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

Evidence of Completion

TDE, agendas, sub slips

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

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

Person Responsible

Sheila Galera

Schedule

Biweekly, from 8/9/2016 to 6/2/2017

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.B2.S1 7

Review lesson plans, conduct classroom walkthroughs, analyze progress monitoring data

Person Responsible

Sheila Galera

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Lesson plans, iObservation notes & feedback, data monitoring tool

G1.B3 Parents are limited in their understanding of the standards, assessments, and social issues facing students. 2

B222154

G1.B3.S1 Align new and existing community parent partnerships along with providing academic and social trainings for parents. 4

S234442

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

Sylvia Rodriguez

Schedule

Daily, from 9/26/2016 to 6/2/2017

Evidence of Completion

Attendance, volunteer sign in sheets, agendas, guidance logs

Action Step 2 5

Trimester Award Assemblies

Person Responsible

Claudia Gutierrez

Schedule

Quarterly, from 11/2/2016 to 6/2/2017

Evidence of Completion

Sign in sheets and agendas from teachers of award ceremonies.

Action Step 3 5

Curriculum events will be held to provide parents with the knowledge of the curriculum being implemented this year.

Person Responsible

Dora Lopez

Schedule

Monthly, from 9/14/2016 to 5/26/2017

Evidence of Completion

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

Action Step 4 5

Parent liaison will provide families with trainings, recruiting parents to volunteer, and provide resources to parents.

Person Responsible

Sheila Galera

Schedule

Monthly, from 9/21/2016 to 5/17/2017

Evidence of Completion

Student list of families supported, Volunteer sign in, handouts, home visit logs, phone logs.

Action Step 5 5

Community Language Facilitator will translate for teachers and staff during parent conferences, assist parents daily and during extracurricular activities, translate during SAC/PTO and parent meetings, translate documents sent home as needed, and make phone calls home as needed.

Person Responsible

Elizette Nunez

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Meeting Notes with Admin, reflection template

Action Step 6 5

Provide instructional strategies in reading and mathematics to build parent capacity through APTT for grades K-2

Person Responsible

Sheila Galera

Schedule

Quarterly, from 9/6/2016 to 5/26/2017

Evidence of Completion

Parent letters. agendas. sign ins, hand outs and evaluations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

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

Person Responsible

Sheila Galera

Schedule

Monthly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Sign in sheets, surveys, evaluations

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

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

Person Responsible

Dora Lopez

Schedule

On 5/26/2017

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 G1.B3.S1 7

Action 5- Meeting monthly to develop and discuss plans

Person Responsible

Sheila Galera

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Collecting meeting notes and evidence of planning

Plan to Monitor Effectiveness of Implementation of G1.B3.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.

G2. If we deliver effective and relevant instruction in math, then we will increase mastery across all grade levels. 1

G083689

G2.B3 Instructional Staff has limited content knowledge on planning for and delivering rigorous standards-based instruction 2

B222157

G2.B3.S1 Provide instructional staff with various professional learning opportunities focused on standards-based instruction. 4

S234446

Strategy Rationale

If we provide teachers with focused job embedded PD, then we will see an improvement in effective and relevant instruction to meet the needs of all students.

Action Step 1 5

The Math Coach will implement the coaching cycle by modeling best practices in planning and delivering standards-based instruction.

Person Responsible

Sheila Galera

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Coach schedule, logs,

Action Step 2 5

The Math Coach will providing teachers with support and job embedded professional development in analyzing data to help drive instruction.

Person Responsible

Jessica Michno

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

Coach schedule, logs, PD agenda

Action Step 3 5

Teachers will utilize test item specifications and math standards to plan relevant and standards based instruction.

Person Responsible

Jessica Michno

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Lesson plans, learning scales and student work

Action Step 4 5

Teachers will collaborate during PLCs to create focus questions that align to the learning target.

Person Responsible

Jessica Michno

Schedule

Weekly, from 9/12/2016 to 5/26/2017

Evidence of Completion

PLC meeting notes from each grade level

Action Step 5 5

Math Resource Teacher will provide intensive student intervention

Person Responsible

Jessica Michno

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule of Intensive groups, Lesson Plans, Student Data, SBT Meeting Notes and Agenda

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

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

Person Responsible

Sheila Galera

Schedule

Biweekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Observe teachers utilizing learning scales during instruction.

Person Responsible

Julie Thompson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Walk-through checklist, PLC agendas and student work.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administration and coaches will conduct walk throughs

Person Responsible

Roxanne Curtiss

Schedule

Biweekly, from 9/12/2016 to 6/2/2017

Evidence of Completion

Walk through checklists and/or iObservation tools

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administrators will check and give feedback on lesson plans, schedules and instruction tied to standards.

Person Responsible

Sheila Galera

Schedule

Weekly, from 8/9/2016 to 6/2/2017

Evidence of Completion

Lesson plans, meeting notes, schedule of monitoring of instructional staff

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Review student data

Person Responsible

Dawn Miller

Schedule

Biweekly, from 8/29/2016 to 6/2/2017



















Evidence of Completion

Collect student data such as FSQs, USAs, i-Ready reports and student data chats.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B3.S1.MA4 M306200	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
G1.B3.S1.A4 A301580	Parent liaison will provide families with trainings, recruiting parents to volunteer, and provide...	Galera, Sheila	9/21/2016	Student list of families supported, Volunteer sign in, handouts, home visit logs, phone logs.	5/17/2017 monthly
G1.B1.S1.MA1 M306195	Schedule Meetings to review data and revise/create groups based on data for Intensive instruction	Thompson, Julie	8/9/2016	Lesson Plans, Student Data from Performance Matters and I-Ready, SBT meeting Notes, Monitoring logs with data points, graphs and notes from Meetings with Admin.	5/19/2017 monthly
G1.B1.S1.A4 A301572	Implement AIMS Web Plus for targeted students	Thompson, Julie	9/19/2016	Roster of students and usage reports	5/19/2017 weekly
G1.MA1 M306203	Formative assessments	Thompson, Julie	9/12/2016	FSQs, USAs, RRR, and District Diagnostics	5/26/2017 monthly
G2.MA1 M306215	Leadership Team will review assessments data to determine if adequate progress is being made and...	Galera, Sheila	9/12/2016	FSQs, USAs, i Ready reports, iObservation Data Chats and District Diagnostics	5/26/2017 monthly
G1.B2.S1.A3 A301576	Provide subs for teachers to attend PD to improve targeted instruction related to FSA standards.	Galera, Sheila	9/12/2016	TDE, agendas, sub slips	5/26/2017 quarterly
G1.B3.S1.MA3 M306202	Action 6- Will have planning notes, create power point presentation in both languages	Lopez, Dora	12/1/2016	Advertising in the newspaper, invitations to preschools and community, Kindergarten round up packet for parents	5/26/2017 one-time
G1.B3.S1.A3 A301579	Curriculum events will be held to provide parents with the knowledge of the curriculum being...	Lopez, Dora	9/14/2016	Flyers, callouts, agendas and sign-in sheets, video presentation	5/26/2017 monthly
G1.B3.S1.A6 A301582	Provide instructional strategies in reading and mathematics to build parent capacity through APTT...	Galera, Sheila	9/6/2016	Parent letters. agendas. sign ins, hand outs and evaluations	5/26/2017 quarterly
G2.B3.S1.A4 A301590	Teachers will collaborate during PLCs to create focus questions that align to the learning target.	Michno, Jessica	9/12/2016	PLC meeting notes from each grade level	5/26/2017 weekly
G1.B1.S1.MA1 M306194	Utilize I-Ready student reports	Thompson, Julie	9/9/2016	Usage Reports, Performance and Growth Reports	6/1/2017 monthly
G1.B1.S1.MA3 M306196	Peer monitoring of lessons, administrative observations with feedback	Curtiss, Roxanne	8/29/2016	Coaching and feedback tool, I-Observation feedback notes and checklists	6/1/2017 weekly
G2.B3.S1.A3 A301589	Teachers will utilize test item specifications and math standards to plan relevant and standards...	Michno, Jessica	8/15/2016	Lesson plans, learning scales and student work	6/1/2017 weekly
G1.B1.S1.A1 A301569	All Reading teachers will provide supplemental instruction. Resource teachers will provide...	Donovan, Kelly	8/9/2016	Schedules of Intensive and supplemental groups, Lesson Plans, Student Data, SBT Meeting Notes and Agenda	6/2/2017 daily
G1.B1.S1.A2 A301570	All Varying Exceptionality students will receive small group push in support.	Galera, Sheila	8/15/2016	Daily ParaProfessional support schedule, roster of students, collaborative meeting notes with Teachers	6/2/2017 daily
G1.B1.S1.A5 A301573	Students in grades 4, 5 and 6 will be given AVID strategies to enhance core instruction.	Galera, Sheila	8/15/2016	copies of agendas, lesson plans	6/2/2017 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1  M306197	Review lesson plans, conduct classroom walkthroughs, analyze progress monitoring data	Galera, Sheila	8/15/2016	Lesson plans, iObservation notes & feedback, data monitoring tool	6/2/2017 every-3-weeks
G1.B2.S1.MA1  M306198	Meet with coaches to discuss schedule, PD planning, and conferencing related to the coaching cycle.	Galera, Sheila	8/9/2016	Coaches schedule of reflecting the coaching cycle, agendas from meeting related to PD, sign-in sheets	6/2/2017 biweekly
G1.B2.S1.A1  A301574	The Primary Reading Coach will work with ELA teachers on professional development on teaching the...	Donovan, Kelly	8/9/2016	Coaches schedule, logs, PD agenda	6/2/2017 daily
G1.B2.S1.A2  A301575	The Intermediate Reading Coach will work with ELA teachers on professional development on teaching...	Ascheman, Denelda	8/9/2016	Coaches schedule, logs, PD agenda	6/2/2017 daily
G1.B3.S1.MA1  M306199	Action 5- Meeting monthly to develop and discuss plans	Galera, Sheila	8/15/2016	Collecting meeting notes and evidence of planning	6/2/2017 monthly
G1.B3.S1.MA1  M306201	Action 5- Collecting sign in sheets, handouts, evaluations, invitations	Galera, Sheila	8/9/2016	Sign in sheets, surveys, evaluations	6/2/2017 monthly
G1.B3.S1.A1  A301577	Parents will be provided with communication regarding school information via home visits, and...	Rodriguez, Sylvia	9/26/2016	Attendance, volunteer sign in sheets, agendas, guidance logs	6/2/2017 daily
G1.B3.S1.A2  A301578	Trimester Award Assemblies	Gutierrez, Claudia	11/2/2016	Sign in sheets and agendas from teachers of award ceremonies.	6/2/2017 quarterly
G1.B3.S1.A5  A301581	Community Language Facilitator will translate for teachers and staff during parent conferences,...	Nunez, Elizette	8/9/2016	Meeting Notes with Admin, reflection template	6/2/2017 daily
G2.B3.S1.MA1  M306210	Administrators will check and give feedback on lesson plans, schedules and instruction tied to...	Galera, Sheila	8/9/2016	Lesson plans, meeting notes, schedule of monitoring of instructional staff	6/2/2017 weekly
G2.B3.S1.MA4  M306211	Review student data	Miller, Dawn	8/29/2016	Collect student data such as FSQs, USAs, i-Ready reports and student data chats.	6/2/2017 biweekly
G2.B3.S1.MA1  M306212	Meet with coaches/resource teacher to discuss schedule, PD planning, and conferencing related to...	Galera, Sheila	8/9/2016	Coach schedule of reflecting the coaching cycle, agendas from meeting related to PD, sign-in sheets	6/2/2017 biweekly
G2.B3.S1.MA3  M306213	Observe teachers utilizing learning scales during instruction.	Thompson, Julie	8/15/2016	Walk-through checklist, PLC agendas and student work.	6/2/2017 weekly
G2.B3.S1.MA5  M306214	Administration and coaches will conduct walk throughs	Curtiss, Roxanne	9/12/2016	Walk through checklists and/or iObservation tools	6/2/2017 biweekly
G2.B3.S1.A1  A301587	The Math Coach will implement the coaching cycle by modeling best practices in planning and...	Galera, Sheila	8/9/2016	Coach schedule, logs,	6/2/2017 daily
G2.B3.S1.A2  A301588	The Math Coach will providing teachers with support and job embedded professional development in...	Michno, Jessica	8/22/2016	Coach schedule, logs, PD agenda	6/2/2017 biweekly
G2.B3.S1.A5  A301591	Math Resource Teacher will provide intensive student intervention	Michno, Jessica	8/9/2016	Schedule of Intensive groups, Lesson Plans, Student Data, SBT Meeting Notes and Agenda	6/2/2017 daily
G1.B1.S1.A3  A301571	Extended learning opportunities will be provided afterschool and during the summer for targeted...	Galera, Sheila	10/14/2016	Schedule, roster of students, sample of lesson plans and student sign in sheets	6/29/2017 daily

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd Grade.

G1.B2 Teacher planning, development and delivery of rigorous core Instruction in Reading.

G1.B2.S1 Develop the capacity to deliver effective instruction through professional development.

PD Opportunity 1

The Primary Reading Coach will work with ELA teachers on professional development on teaching the Florida standards by modeling best practices, providing PD, and providing teachers with data to help drive instruction.

Facilitator

Kelly Donovan

Participants

K-2 Reading ELA (English teachers)

Schedule

Daily, from 8/9/2016 to 6/2/2017

PD Opportunity 2

Provide subs for teachers to attend PD to improve targeted instruction related to FSA standards.

Facilitator

Various teachers

Participants

K-6 teachers

Schedule

Quarterly, from 9/12/2016 to 5/26/2017

G2. If we deliver effective and relevant instruction in math, then we will increase mastery across all grade levels.

G2.B3 Instructional Staff has limited content knowledge on planning for and delivering rigorous standards-based instruction

G2.B3.S1 Provide instructional staff with various professional learning opportunities focused on standards-based instruction.

PD Opportunity 1

The Math Coach will implement the coaching cycle by modeling best practices in planning and delivering standards-based instruction.

Facilitator

Math Coach

Participants

All K-6 teachers

Schedule

Daily, from 8/9/2016 to 6/2/2017

PD Opportunity 2

The Math Coach will providing teachers with support and job embedded professional development in analyzing data to help drive instruction.

Facilitator

Math Coach

Participants

K-6 Math Teachers

Schedule

Biweekly, from 8/22/2016 to 6/2/2017

PD Opportunity 3

Teachers will utilize test item specifications and math standards to plan relevant and standards based instruction.

Facilitator

Lawanda Harper

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 6/1/2017

PD Opportunity 4

Teachers will collaborate during PLCs to create focus questions that align to the learning target.

Facilitator

Lawanda Harper

Participants

Teachers

Schedule

Weekly, from 9/12/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	All Reading teachers will provide supplemental instruction. Resource teachers will provide intensive intervention.				\$76,847.24
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	120-Classroom Teachers	1241 - Gove Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and Benefits for Kelly Donovan</i>			
	5000	120-Classroom Teachers	1241 - Gove Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and Benefits for Denelda Ascherman</i>			
	5000	750-Other Personal Services	1241 - Gove Elementary School	Title I, Part A	0.5	\$1,504.78
			<i>Notes: Salary and benefits for Subs for Kelly Donovan and Denelda Ascherman</i>			
	5000	500-Materials and Supplies	1241 - Gove Elementary School	Title I, Part A		\$9,000.00
			<i>Notes: LLI Kits, Foundation Kits</i>			
2	G1.B1.S1.A2	All Varying Exceptionality students will receive small group push in support.				\$25,469.85
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	150-Aides	1241 - Gove Elementary School	Title I, Part A	1.0	\$25,469.85
			<i>Notes: Salary and Benefits for Paraprofessional.</i>			
3	G1.B1.S1.A3	Extended learning opportunities will be provided afterschool and during the summer for targeted students based on need.				\$39,420.48
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1241 - Gove Elementary School	Title I, Part A		\$31,148.50
			<i>Notes: Salary and Benefits for Tutorial teachers</i>			
	5000	500-Materials and Supplies	1241 - Gove Elementary School	Title I, Part A		\$8,271.98
			<i>Notes: Supplies for afterschool and Summer tutorials: paper, ink, Math Resource materials in English, iReady Resource books, pencils, post-its, chart paper, folders</i>			
4	G1.B1.S1.A4	Implement AIMS Web Plus for targeted students				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	360-Rentals	1241 - Gove Elementary School	Title I, Part A		\$1,200.00

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						Notes: AIMS Web
5	G1.B1.S1.A5	Students in grades 4, 5 and 6 will be given AVID strategies to enhance core instruction.				\$5,142.32
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	500-Materials and Supplies	1241 - Gove Elementary School	Title I, Part A		\$5,142.32
						Notes: Supplies for AVID instruction in grades 4, 5 and 6. Binders, dividers, highlighters, pencils, paper, post its
6	G1.B2.S1.A1	The Primary Reading Coach will work with ELA teachers on professional development on teaching the Florida standards by modeling best practices, providing PD, and providing teachers with data to help drive instruction.				\$37,827.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1241 - Gove Elementary School	Title I, Part A	0.5	\$36,577.28
						Notes: Salary and benefits for .5 Primary Reading Coach (K. Donovan)
	6400	500-Materials and Supplies	1241 - Gove Elementary School	Title I, Part A		\$1,250.00
						Notes: Supplies for Coach to provide PD include paper, ink, chart paper, folders, binders, white board markers/cleaners, pens/pencils, post-its.
7	G1.B2.S1.A2	The Intermediate Reading Coach will work with ELA teachers on professional development on teaching the Florida standards by modeling best practices, providing PD, and providing teachers with data to help drive instruction.				\$37,827.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	1241 - Gove Elementary School	Title I, Part A	0.5	\$36,577.28
						Notes: Salary and benefits for .5 Intermediate Reading Coach (D.Ascheman)
	6400	500-Materials and Supplies	1241 - Gove Elementary School	Title I, Part A		\$1,250.00
						Notes: Supplies for Coach to provide PD include paper, ink, chart paper, folders, binders, white board markers/cleaners, pens/pencils, post-its.
8	G1.B2.S1.A3	Provide subs for teachers to attend PD to improve targeted instruction related to FSA standards.				\$5,000.07
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	750-Other Personal Services	1241 - Gove Elementary School	Title I, Part A		\$5,000.07
						Notes: Salary and benefits for PD subs
9	G1.B3.S1.A1	Parents will be provided with communication regarding school information via home visits, and mailings.				\$2,300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	6150	370-Communications	1241 - Gove Elementary School	Title I, Part A		\$500.00
			<i>Notes: Postage for Parent Mailings</i>			
			1241 - Gove Elementary School	Title I, Part A		\$1,800.00
			<i>Notes: Supplies for Parent Communication: colored paper, folders (Nicky), ink, agendas for 6th grade</i>			
10	G1.B3.S1.A2	Trimester Award Assemblies				\$0.00
11	G1.B3.S1.A3	Curriculum events will be held to provide parents with the knowledge of the curriculum being implemented this year.				\$0.00
12	G1.B3.S1.A4	Parent liaison will provide families with trainings, recruiting parents to volunteer, and provide resources to parents.				\$37,751.75
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	500-Materials and Supplies	1241 - Gove Elementary School	Title I, Part A		\$5,000.00
			<i>Notes: Supplies for parent trainings include Kindergarten round-up items, paper, refreshments, ink, books, pencils, chart paper, post-its, pens</i>			
	6150	150-Aides	1241 - Gove Elementary School	Title I, Part A	1.0	\$32,751.75
			<i>Notes: Salary and benefits for parent liaison (S. Rodriguez)</i>			
13	G1.B3.S1.A5	Community Language Facilitator will translate for teachers and staff during parent conferences, assist parents daily and during extracurricular activities, translate during SAC/PTO and parent meetings, translate documents sent home as needed, and make phone calls home as needed.				\$28,053.75
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	160-Other Support Personnel	1241 - Gove Elementary School	Title I, Part A	1.0	\$28,053.75
			<i>Notes: Salary and benefits for Community Language Facilitator Elizette Nunez</i>			
14	G1.B3.S1.A6	Provide instructional strategies in reading and mathematics to build parent capacity through APTT for grades K-2				\$6,546.40
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	500-Materials and Supplies	1241 - Gove Elementary School	Title I, Part A		\$2,500.00
			<i>Notes: Supplies for APTT : folders, cardstock, labels, post its, baggies, timers, markers</i>			
	6150	100-Salaries	1241 - Gove Elementary School	Title I, Part A		\$4,046.40
			<i>Notes: Salary and benefits for APTT</i>			
15	G2.B3.S1.A1	The Math Coach will implement the coaching cycle by modeling best practices in planning and delivering standards-based instruction.				\$36,577.28
	Function	Object	Budget Focus	Funding Source	FTE	2016-17

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	6400	130-Other Certified Instructional Personnel	1241 - Gove Elementary School	Title I, Part A	0.5	\$36,577.28
			<i>Notes: Salary and Benefits for Jessica Michno</i>			
16	G2.B3.S1.A2	The Math Coach will providing teachers with support and job embedded professional development in analyzing data to help drive instruction.				\$0.00
17	G2.B3.S1.A3	Teachers will utilize test item specifications and math standards to plan relevant and standards based instruction.				\$0.00
18	G2.B3.S1.A4	Teachers will collaborate during PLCs to create focus questions that align to the learning target.				\$0.00
19	G2.B3.S1.A5	Math Resource Teacher will provide intensive student intervention				\$33,923.62
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	120-Classroom Teachers	1241 - Gove Elementary School	Title I, Part A	0.5	\$33,171.23
			<i>Notes: Salary and Benefits for Jessica Michno</i>			
	5000	750-Other Personal Services	1241 - Gove Elementary School	Title I, Part A		\$752.39
			<i>Notes: Sub for Jessica Michno</i>			
					Total:	\$373,887.32