

Gove Elementary School



2014-15 School Improvement Plan

Gove Elementary School

900 SE AVENUE G, Belle Glade, FL 33430

www.edline.net/pages/gove_elementary_school

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

96%

Alternative/ESE Center

No

Charter School

No

Minority

97%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	A	C

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	30

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 or B with at least one F in the prior three years
- Prevent – currently C
- 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-D 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)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
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 two nurses 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

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

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

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
Pender, Anne-Marie	Teacher, ESE
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 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 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.

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

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

Name	Stakeholder Group
Oswaldo Garcia	Principal
Tammy Cano	Teacher
Margoth Aguirre	Teacher
Celia Blandon	Teacher
Anne-Marie Pender	Teacher
Eddie Rhodes	Business/Community
Lester Finney	Parent
Mailin Quintana	Parent
Donia Roberts	Business/Community
Tara Reddman	Parent
Brandy Love	Education Support Employee
Cindy Rodriguez	Parent
Yamilka Ceballos	Parent
Jackie Hernandez	Parent
Yordanka Martin	Parent
Ana Alfonso	Parent
Maxine Martin	Parent
Jodi Pluviose	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

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Donovan, Kelly	Instructional Coach
Ascherman, 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.

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 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.

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 1 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 FCAT 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

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

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Parents will be supported academically and socially to enrich student and family engagement at school and home.
- G2.** Using rigorous instruction, students will be provided curriculum aligned with the current standards.

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. Parents will be supported academically and socially to enrich student and family engagement at school and home. 1a

G045105

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	64.0
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 new standards and assessments.

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Oswaldo Garcia

Schedule

Monthly, from 8/15/2014 to 6/5/2015

Evidence of Completion

Parent attendance logs and conference records will be collected from each event. This data will be reviewed and shared at monthly SAC and faculty meetings.

G2. Using rigorous instruction, students will be provided curriculum aligned with the current standards. 1a

G045028

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0
AMO Reading - All Students	64.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal 2

- iReady (Reading and Math) and Reflex Math
- Academic Coaches (Reading, Math, Dual Language Coach)
- Area and District Support Staff
- Teachers College Staff Developer

Targeted Barriers to Achieving the Goal 3

- Staff and Students are unfamiliar with the new standards.

Plan to Monitor Progress Toward G2. 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. Parents will be supported academically and socially to enrich student and family engagement at school and home. **1**

 G045105

G1.B1 Parents are limited in their understanding of the new standards and assessments. **2**

 B111247

G1.B1.S1 Meet the needs of parents academically and socially. **4**

 S122729

Strategy Rationale

Parents have limited English proficiency and resources.

Action Step 1 **5**

Parents will be provided academic and social support via multiple staff.

Person Responsible

Oswaldo Garcia

Schedule

Daily, from 8/12/2014 to 6/5/2015

Evidence of Completion

Attendance, volunteer sign in sheets, agendas, guidance logs

Action Step 2 5

Trimester Award Assemblies based on the new standards

Person Responsible

Sheila Galera

Schedule

Quarterly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Sign in sheets and agendas from teachers of award ceremonies.

Action Step 3 5

Open House Event

Person Responsible

Oswaldo Garcia

Schedule

On 9/10/2014

Evidence of Completion

Parent Surveys, Sign In Sheets, and Agendas

Action Step 4 5

Curriculum Night

Person Responsible

Luisa Padron

Schedule

On 10/1/2014

Evidence of Completion

Parent Surveys, Sign In Sheets, and Agendas

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

Parent Surveys and Evaluation of Activities

Person Responsible

Dora Lopez

Schedule

Monthly, from 8/15/2014 to 6/5/2015

Evidence of Completion

Sign in sheets, surveys, evaluations

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

School Effectiveness Questionnaire and Title 1 Parent Survey

Person Responsible

Dora Lopez

Schedule

Annually, from 1/6/2015 to 4/6/2015

Evidence of Completion

Reports are generated based on the results of the surveys.

G2. Using rigorous instruction, students will be provided curriculum aligned with the current standards. 1

G045028

G2.B1 Staff and Students are unfamiliar with the new standards. 2

B111122

G2.B1.S1 Provide tutorials and additional resource staff to support academic needs. 4

S122599

Strategy Rationale

Students have limited understanding of standards.

Action Step 1 5

Resource teachers provide push in tutorial services; afterschool tutorial to students

Person Responsible

Sheila Galera

Schedule

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

Evidence of Completion

Collect sign in sheets, lesson plans, and schedules of resource teachers

Action Step 2 5

Implement i-Ready instructional material and online computer based software during tutorials and regular scheduled school day.

Person Responsible

Marjorie Burlison

Schedule

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

Evidence of Completion

i-Ready usage and academic progress reports. Administration, academic coaches, and teacher surveys.

Action Step 3 5

STEM Night

Person Responsible

Oswaldo Garcia

Schedule

On 11/12/2014

Evidence of Completion

Pictures of event, Parent Surveys, and Sign In Sheets.

Action Step 4 5

Curriculum Night

Person Responsible

Luisa Padron

Schedule

On 10/1/2014

Evidence of Completion

Parent Sign In Sheets, Parent Surveys, and Agenda of event.

Action Step 5 5

Open House

Person Responsible

Oswaldo Garcia

Schedule

On 9/10/2014

Evidence of Completion

Parent Sign In Sheets, Surveys, and Agenda

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

Student data reports from i-Ready and Reflex Math

Person Responsible

Marjorie Burlison

Schedule

Weekly, from 10/1/2014 to 6/5/2015

Evidence of Completion

Student data reports will be collected and reviewed for effectiveness.

Appendix 1: Implementation Timeline

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

Palm Beach - 1241 - Gove Elementary School - 2014-15 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.A1	Resource teachers provide push in tutorial services; afterschool tutorial to students	Galera, Sheila	10/31/2014	Collect sign in sheets, lesson plans, and schedules of resource teachers	4/30/2015 weekly
G1.B1.S1.A1	Parents will be provided academic and social support via multiple staff.	Garcia, Osvaldo	8/12/2014	Attendance, volunteer sign in sheets, agendas, guidance logs	6/5/2015 daily
G2.B1.S1.A2	Implement i-Ready instructional material and online computer based software during tutorials and regular scheduled school day.	Burlison, Marjorie	10/31/2014	i-Ready usage and academic progress reports. Administration, academic coaches, and teacher surveys.	4/30/2015 weekly
G1.B1.S1.A2	Trimester Award Assemblies based on the new standards	Galera, Sheila	9/25/2014	Sign in sheets and agendas from teachers of award ceremonies.	6/5/2015 quarterly
G1.B1.S1.A3	Open House Event	Garcia, Osvaldo	9/10/2014	Parent Surveys, Sign In Sheets, and Agendas	9/10/2014 one-time
G2.B1.S1.A3	STEM Night	Garcia, Osvaldo	11/12/2014	Pictures of event, Parent Surveys, and Sign In Sheets.	11/12/2014 one-time
G1.B1.S1.A4	Curriculum Night	Padron, Luisa	10/1/2014	Parent Surveys, Sign In Sheets, and Agendas	10/1/2014 one-time
G2.B1.S1.A4	Curriculum Night	Padron, Luisa	10/1/2014	Parent Sign In Sheets, Parent Surveys, and Agenda of event.	10/1/2014 one-time
G2.B1.S1.A5	Open House	Garcia, Osvaldo	9/10/2014	Parent Sign In Sheets, Surveys, and Agenda	9/10/2014 one-time
G1.MA1	Parent attendance logs and conference records will be collected from each event.	Garcia, Osvaldo	8/15/2014	Parent attendance logs and conference records will be collected from each event. This data will be reviewed and shared at monthly SAC and faculty meetings.	6/5/2015 monthly
G1.B1.S1.MA1	School Effectiveness Questionnaire and Title 1 Parent Survey	Lopez, Dora	1/6/2015	Reports are generated based on the results of the surveys.	4/6/2015 annually
G1.B1.S1.MA1	Parent Surveys and Evaluation of Activities	Lopez, Dora	8/15/2014	Sign in sheets, surveys, evaluations	6/5/2015 monthly
G2.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
G2.B1.S1.MA1	Student data reports from i-Ready and Reflex Math	Burlison, Marjorie	10/1/2014	Student data reports will be collected and reviewed for effectiveness.	6/5/2015 weekly
G2.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
G2.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

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.

G2. Using rigorous instruction, students will be provided curriculum aligned with the current standards.

G2.B1 Staff and Students are unfamiliar with the new standards.

G2.B1.S1 Provide tutorials and additional resource staff to support academic needs.

PD Opportunity 1

Implement i-Ready instructional material and online computer based software during tutorials and regular scheduled school day.

Facilitator

i-Ready Professional Development Team

Participants

Academic Coaches, Resource Teachers, Grade Level Department Chairs, and Administration.

Schedule

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

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Parents will be supported academically and socially to enrich student and family engagement at school and home.	37,218
Goal 2: Using rigorous instruction, students will be provided curriculum aligned with the current standards.	289,447
Grand Total	326,665

Goal 1: Parents will be supported academically and socially to enrich student and family engagement at school and home.

Description	Source	Total
B1.S1.A1 - Community Resource Person(salary and Benefits)	Title I Part A	31,628
B1.S1.A1 - Travel In County for CRP	Title I Part A	300
B1.S1.A1 - Postage	Title I Part A	300
B1.S1.A1 - Family Involvement Supplies-refreshments for parent trainings, students agendas, Kindergarten Round up materials, Chart paper, laminating film, books, post it and file folders	Title I Part A	4,990
Total Goal 1		37,218

Goal 2: Using rigorous instruction, students will be provided curriculum aligned with the current standards.

Description	Source	Total
B1.S1.A1 - Salary and Benefits for tutors.	Title I Part A	21,728
B1.S1.A1 - Resource Teachers(salary and benefits)	Title I Part A	131,756
B1.S1.A1 - Classroom Supplies- paper, ink, chart paper, post its, notebooks, highlighters, markers, pencils, folders, LLI consumables and materials to support enrichment room	Title I Part A	7,800
B1.S1.A1 - IReady Materials	Title I Part A	16,542
B1.S1.A2 - Salary and Benefits for Coaches	Title I Part A	109,587
B1.S1.A2 - PD Substitutes (Salary and Benefits)	Title I Part A	1,034
B1.S1.A2 - PD Supplies-Chart Paper, Ink, Notebooks, Markers, folders, post its, PD resource books	Title I Part A	1,000
Total Goal 2		289,447