
Title I Comprehensive Schoolwide Plan
GOVE ELEMENTARY SCHOOL (1241)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

According to iReady data there is a pattern that student performance declines from Kindergarten to First Grade. Thirty percent of Kindergarten students in 2022 were on grade level and in 2023 those same students as First graders scored 19% on grade level. As a Dual Language school, we looked at performance in Spanish in iStation. As we examined the tiers, we have noticed that students are not closing gaps and making the transfer between the two languages until the intermediate grades where we see our proficiency levels in either or both languages improve. Our goal of forty-five percent proficiency in ELA will be based on the PM state data. We have seen the following progress from PM 1 to PM 2. Third grade students on PM 1 went from seven percent to nineteen percent, fourth grade students went from thirteen percent to twenty percent, fifth grade students went from twenty-four to twenty-six percent, and sixth grade students went from twenty-eight percent to thirty-one percent proficient. We are targeting students during small groups and tutorials to reach proficiency goals. SLL data shows as of February 2023 there were 180 referrals to counseling.

2. List the root causes for the needs assessment statements you prioritized.

Students lack of strong language and literacy skills Teachers lack of familiarity of new standards Teachers lack of time to plan for rigorous and engaging instruction Teachers lack of understanding how to use data resources effectively. SLL: Students lack of knowledge on how to cope with emotions & feelings

3. Share possible solutions that address the root causes.

Hire Resource Teachers to work with small group interventions and intensive reading. Teachers will plan for small group, differentiated instruction for students that arrive with limited vocabulary, language and literacy skills. Teacher teams will collaborate to remove language barriers. Benchmarks will be taught explicitly to make the connections between English and Spanish. Provide training on B.E.S.T. ELA & SLA Standards. Structure PLC's to focus on understanding and teaching the B.E.S.T standards in the classroom setting. Provide training to teachers on how to analyze student data from various resources and plan to meet student needs according to that data. PLCs and collaborative planning time would allow for such analysis. Provide time for teachers to plan collaboratively as grade levels or subject areas vertically to fully understand benchmark/grade level expectations. SLL: Need of books to help students cope with emotions & feelings Need of calming corner items and fidgets

4. How will school strengthen the PFEP to support ELA?

Newsletter Advertise Family Center Send communications in many ways such as flyers, on class dojo, in an agenda, phone messages.

- **Parent Training**

School will: Continue to provide training/information on the standard's based report card. Provide training to families on how to read with their children. Provide time for teachers and parents to meet on a scheduled conference day. Provide training for parents on how to register on SIS Gateway to access their student's information including, but not limited to schedule, grades, discipline, and attendance. Also, discuss the dangers of technology and how to effectively monitor. Students will: Read nightly Parent will: Register for SIS gateway Register on Class Dojo Participate in school activities/trainings including parent conferences

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

School will: Continue to provide training/information on the standard's based report card. Provide training to families on how to read with their children. Provide time for teachers and parents to meet on a scheduled conference day. Provide training for parents on how to register on SIS Gateway to access their student's information including, but not limited to schedule, grades, discipline, and attendance. Also, discuss the dangers of technology and how to effectively monitor.

- **Students**

Read nightly Complete and return homework assignments when due and study and review content material to increase and retain knowledge Keep trying when making a mistake

- **Parents**

Register for SIS gateway Register on Class Dojo Participate in school activities/trainings including parent conferences

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA) How to engage and connect with families to share student progress using technology, face to face meetings, and newsletters including monitoring and documentation. Staff training on how to meet the needs of all students in their classroom, specifically ESE and ELL students. How to honor and celebrate our parents and what they bring to their child's education. Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families)

- **Accessibility**

Translators Providing meetings at different times of the day and different times of the year Provide training at community locations. Providing information in parents native language Promote resources available in our Family Center.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

Our proficiency goal in the area of mathematics is forty percent. Using the PM state testing data, we found that the following percentage of students in the following grade levels are on track to reach proficiency; third grade-29%, fourth grade-27%, fifth grade-35%, and sixth grade 35%. Only about half of the standards have been taught when the students were assessed in December. We are targeting students during small groups and tutorials to reach proficiency goals.

2. **List the root causes for the needs assessment statements you prioritized.**

Students lack of fluency in basic math facts Teachers lack of familiarity of new standards Teachers lack of time to plan for rigorous and engaging instruction Teachers lack of understanding how to use data resources effectively.

3. Share possible solutions that address the root causes.

Hire Resource Teacher to work with small group interventions. Teachers will plan for small group, differentiated instruction for students who lack basic math fact fluency. Provide training on B.E.S.T. Math Standards. Structure PLC's to focus on understanding and teaching the B.E.S.T standards in the classroom setting. Also analyze student data and how to utilize it to guide classroom whole group and small group differentiated instruction. Provide time for teachers to plan collaboratively as grade levels or subject areas and vertically. Utilize NearPod to support engaging and rigorous instruction.

4. How will school strengthen the PFEP to support Math?

- **Communication**

Newsletter Advertise Family Center Send communications in many ways such as flyers, on class dojo, in an agenda, phone messages.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math) Understanding Standard Based Report Cards Technology Training- Navigating SIS Gateway and Student Portal & Academic Tiles

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

School will: Provide training/information on the standard's based report card. Provide training for families to use math fluency activities at home. Provide training for parents on how to register on SIS Gateway to access their student's information including, but not limited to schedule, grades, discipline, and attendance.

- **Students**

Students will: Complete and return homework assignments when due and study and review content material to increase and retain knowledge Keep trying when making a mistake

- **Parents**

Parents will: Register for SIS gateway. Participate in parent engagement activities. Register on Class Dojo. Participate in school activities/trainings including parent conferences.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Math) How to honor and celebrate our parents and what they bring to their child's education

- **Accessibility**

Translators Providing meetings at different times of the day and different times of the year Provide training at community locations.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. **List prioritized needs statements.**

According to Diagnostic data we are predicted to be 46% proficient on FSA. After analyzing the data and seeing how our predicted score versus what our students score on the end of year assessment is mostly due to lack of prior grade content, vocabulary, and lack of reading skills. We are targeting students during small groups, STEAM class, and tutorials to reach proficiency goals. Our goal for science proficiency in 2023 is forty percent.

2. **List the root causes for the needs assessment statements you prioritized.**

Missing 3rd & 4th Grade Content Teachers lack of time to plan for rigorous and engaging instruction Teachers lack of understanding how to use data resources effectively. Hands-on engaging science activities are under utilized in classrooms. Students lack of academic vocabulary of Science and how to apply to scenarios

3. Share possible solutions that address the root causes.

Utilize NearPod to support engaging and rigorous instruction. Structure PLC's to focus on understanding and teaching the standards to the depth of the standards at each grade level. Provide time for teachers to plan collaboratively as grade levels or subject areas and vertically. This time will allow teachers to plan for activities, vocabulary connections in both languages in all subject areas, and plan how to use reading strategies to be applied in science. Vertical planning and planning with STEAM teacher to cover all standards in need. Provide resources for teachers to plan for hands on science experiences in the classroom. These hands on experiences will build a better scientific understanding for the students.

4. How will school strengthen the PFEP to support Science?

- **Communication**

Newsletter Advertise Family Center Send communications in many ways such as flyers, on class dojo, in an agenda, phone messages.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) Understanding Standard Based Report Cards Hands-on science activities for families Technology Training- Navigating SIS Gateway and Student Portal & Academic Tiles

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

School will: Provide training/information on the standard's based report card. Provide training for families to use math fluency activities at home. Provide training for parents on how to register on SIS Gateway to access their student's information including, but not limited to schedule, grades, discipline, and attendance.

- **Students**

Students will: Complete and return homework assignments when due and study and review content material to increase and retain knowledge Keep trying when making a mistake

- **Parents**

Parents will: Register for SIS gateway. Participate in parent engagement activities. Register on Class Dojo. Participate in school activities/trainings including parent conferences.

- **Staff Training**

Staff Trainings to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (Science) Other (i.e., Communication, Physical Accessibility, Homeless/Migrant Families)

- **Accessibility**

Translators Providing meetings at different times of the day and different times of the year Provide training at community locations.

Social Studies

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Social Studies?

How will school strengthen the PFEP to support Social Studies?

- How will school strengthen the PFEP to support Social Studies?

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

- How will each stakeholder group strengthen the School-Parent Compact to support Social Studies?

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- **Accessibility**

This school has chosen to be exempt from this area.

Acceleration Success

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

This school has chosen to be exempt from this area.

2. List the root causes for the needs assessment statements you prioritized.

This school has chosen to be exempt from this area.

3. Share possible solutions that address the root causes.

This school has chosen to be exempt from this area.

4. How will school strengthen the PFEP to support Acceleration Success?

How will school strengthen the PFEP to support Acceleration Success?

- **How will school strengthen the PFEP to support Acceleration Success?**

This school has chosen to be exempt from this area.

- **Communication**

This school has chosen to be exempt from this area.

- **Parent Training**

This school has chosen to be exempt from this area.

5. How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?

- **How will each stakeholder group strengthen the School-Parent Compact to support Acceleration Success?**

This school has chosen to be exempt from this area.

- **School**

This school has chosen to be exempt from this area.

- **Students**

This school has chosen to be exempt from this area.

- **Parents**

This school has chosen to be exempt from this area.

- **Staff Training**

This school has chosen to be exempt from this area.

- Accessibility

This school has chosen to be exempt from this area.

Action Step: Classroom Instruction

Engage all student in rigorous, differentiated, standards based, and meaningful instruction through interventions and small groups.

Budget Total: \$124,426.63

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Peat Pots (24pk) - STEM	8	\$6.18	Manipulatives	Original	\$49.44
	Sand paper medium - STEM	2	\$31.15	Manipulatives	Original	\$62.30
	B is for Breathe - Book	6	\$11.69	Classroom Libraries	Original	\$70.14
	150 Pack Toothbrush - STEM	2	\$22.99	Manipulatives	Original	\$45.98
	Sand paper fine - STEM	2	\$22.96	Manipulatives	Original	\$45.92
	Salt - STEM	32	\$0.64	Manipulatives	Original	\$20.48
	100 pc 5mm LED Light Diodes - STEM	3	\$4.99	Manipulatives	Original	\$14.97
	Games, Materials, Books to address Skills for Learning and Life - SEL	1	\$600.00	General Supplies	Original	\$600.00
	Styrofoam Balls (20 pieces with 5 sizes) - STEM	3	\$17.44	Manipulatives	Original	\$52.32

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Classroom compact scale 5000g - STEM	6	\$42.34	Manipulatives	Original	\$254.04
	Igneous Rock Set (3-5 grade) - STEM	7	\$18.66	Manipulatives	Original	\$130.62
	Foam Cups 6oz 1000 - STEM	1	\$52.93	Manipulatives	Original	\$52.93
	Exam Gloves (50) - STEM	20	\$4.35	Manipulatives	Original	\$87.00
	Baking Soda 12Lb Bag - STEM	8	\$10.54	Manipulatives	Original	\$84.32
	AEDIKO 30pcs Mini Vibration Motors - STEM	10	\$13.99	Manipulatives	Original	\$139.90
	A Little Scribble Spot 8 Book Set - SEL	6	\$53.99	Classroom Libraries	Original	\$323.94
	Creative Straws 450pcs STEM Building Kit - STEM	3	\$19.99	Manipulatives	Original	\$59.97
	Popsicle Sticks (150PK) - STEM	8	\$6.82	Manipulatives	Original	\$54.56
	Cotton Balls (400 ct) - STEM	5	\$3.78	Manipulatives	Original	\$18.90
	Red Food Coloring 1 oz - STEM	5	\$4.46	Manipulatives	Original	\$22.30
	Shipping	1	\$256.99	General Supplies	Original	\$256.99
	Yellow Food Coloring 30ML - STEM	5	\$5.44	Manipulatives	Original	\$27.20
	Blue Food Coloring 30ML - STEM	5	\$3.28	Manipulatives	Original	\$16.40
	Metamorphic Rock Set - STEM	7	\$18.29	Manipulatives	Original	\$128.03
	Sugar - STEM	16	\$2.94	Manipulatives	Original	\$47.04
	Better Together Book	6	\$11.99	Classroom	Original	\$71.94

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
				Libraries		
	Cr2032 3V Lithium Battery (40) - STEM	8	\$9.99	Technology	Original	\$79.92
	Materials for calming corners. ie fidget, playdough etc. - SEL	1	\$400.00	Manipulatives	Original	\$400.00
	Climate and Weather Lab Kit - STEM	7	\$34.80	Manipulatives	Original	\$243.60
	Modeling Stream Erosion Lab Single Set - STEM	2	\$35.76	Manipulatives	Original	\$71.52
	Vinegar - STEM	16	\$3.34	Manipulatives	Original	\$53.44
	Sedimentary Rock Set - STEM	7	\$18.12	Manipulatives	Original	\$126.84
	Creating Calm Book	6	\$11.99	Classroom Libraries	Original	\$71.94
	Straws (500) - STEM	16	\$12.90	Manipulatives	Original	\$206.40
	Vegetable Oil - STEM	8	\$8.58	Manipulatives	Original	\$68.64
	Soil 5lb bag - STEM	16	\$3.05	Manipulatives	Original	\$48.80
	Sensory Stickers (72 pieces) - SEL	10	\$15.99	General Supplies	Original	\$159.90
	Solar Bug Kit - STEM	4	\$105.00	Manipulatives	Original	\$420.00
Out-of-system Subs	Out-of-system Subs					
Resource Teacher	Reading Resource Intervention Teacher will provide small group push in support for students that fall into the low 35% of the grade level (groups may differ based on teacher groups and student needs) needing additional					

Acct Description	Description
	interventions in reading grade K-3.
Resource Teacher	ELA Resource Teacher will provide small groups push in/pull out differentiated instruction in reading for the lowest 35% of students in grades K-6.

Action Step: Parent Engagement

Enhance student academic development by providing systematic, relevant and timely communication as well as provide focused parent training that provides instructional and social emotional strategies to use at home to support student learning.

Budget Total: \$39,880.37

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Drawstring Backpack for Kindergarten Round Up	85	\$3.00	Program Supplies	Original	\$255.00
	Paper for Grade Level Parent Newsletters (Case)	14	\$45.00	General Supplies	Original	\$630.00
	Elmers Glue Stick 30PK Kindergarten Round Up	3	\$11.65	Program Supplies	Original	\$34.95
	Activity Books for Kindergarten Round Up	1	\$551.02	Program Supplies	Original	\$551.02
	2 Pocket Green 3 prong Folder Kindergarten Round Up	125	\$1.06	Program Supplies	Original	\$132.50
	Student Planners for K-6 for Parent Communication	650	\$1.82	General Supplies	Original	\$1,183.00
	Crayons for Kindergarten Round Up	85	\$1.14	Program Supplies	Original	\$96.90
	#2 Pencils 72 Count Kindergarten Round Up	2	\$20.00	Program Supplies	Original	\$40.00

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison will facilitate communication between school, home and community partners, manage the family center, provides resources to families and supports the implementation of parent training.

Action Step: Professional Development

Provide ongoing professional development opportunities that will build expertise in B.E.S.T. standards, curriculum, interventions, social emotional learning, as well as support the implementation of best instructional practices and utilize data to drive instructional plans.

Budget Total: \$224,653.00

Acct Description	Description								
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Two teacher resources and Guidance Counselor plan pre-school PD with the LTF and Coach	3	\$25.00	1	7	1	Certified	Original	\$525.00
	K-6th Grade Teachers - Grade level teams plan for instruction implementation in the classroom - Throughout the year. Starts in September.	50	\$25.00	1	1.5	30	Certified	Original	\$56,250.00
Single School Culture Coordinator	Single School Culture Coordinator will provide support for PLC's, RTI implementation, track data, identify students in need of extra support/small group instruction, and develop the capacity of teachers.								

Acct Description	Description																	
Out-of-system PD Subs	<table border="1"> <thead> <tr> <th data-bbox="405 203 1016 297">Item</th> <th data-bbox="1016 203 1163 297">Quantity</th> <th data-bbox="1163 203 1283 297">Rate</th> <th data-bbox="1283 203 1381 297">Days</th> <th data-bbox="1381 203 1493 297">Hours</th> <th data-bbox="1493 203 1619 297">Weeks</th> <th data-bbox="1619 203 1772 297">Certified</th> <th data-bbox="1772 203 1902 297">Type</th> <th data-bbox="1902 203 2026 297">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total									
	Pre-K-6th Grade Data Chats Jan/Feb	18	\$19.00	1	7	1	Non-Certified	Original	\$2,394.00									
	Training focusing on the needs of students needing intervention and small group instruction. Analyze and use data to determine response to intervention - September/November/March	27	\$19.00	1	7	1	Non-Certified	Original	\$3,591.00									
Pre-K-6th Grade Data Chats Sept/October	18	\$19.00	1	7	1	Non-Certified	Original	\$2,394.00										
Extra Duty Days	Denelda Ascherman (Position #1028730, Coach, \$48.78/hr), and Stephanie Thompson (Position# 10109994, LT \$39.32/hr). Planning PD for Pre-School - 1 Full day. Working w/two tch resources and guidance counselor (budgeted in collaboration)																	
Coach	ELA Coach will facilitate the coaching cycle, analyze data, monitor reading interventions provided, provide professional development and support professional learning communities.																	

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and

- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

The families and staff of Gove Elementary will work together to promote parent involvement through active volunteering. Parents, staff, and community partners will collaborate in making decisions that will help to improve the emotional and academic growth of our children.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Kim Thomasson	Principal
Jose Rodriguez	Assistant Principal
Dora Lopez	Magnet Coordinator
Julie Thompson	Single School Culture Coordinator
Michelle Riker	Guidance Counselor
Denelda Ascheman	K-6 Reading Coach
Jessica Michno Paniagua	Math Coach
Eddie L. Rhodes	Community Member
Linda Santiago	Community Member
Jaqueline Huerta	Parent
Silviano Nieto	Parent
Anita Flores	Parent
Maria Jaramillo	Parent

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All parents and community members were invited to give feedback at the February 22 and February 27, 2023 Stakeholder meetings. The members listed above are representative of those that attended the meeting and provided input. All teachers and staff were given opportunities to participate and to give feedback through the PLCs (Jan. 24-Feb. 7). Mrs. Thomasson (Principal), Mr. Rodriguez (Assistant Principal) Mrs. Ascherman (Literacy Coach), Mrs. Lopez (Magnet Coordinator), Mrs. Julie Thompson (Single School Culture Coordinator) , Dr. Riker (Guidance Counselor), and Mrs. Paniagua (Math Coach) are all part of our Leadership Team, which represents the teachers.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The Leadership meetings to develop the CNA were held on January 9 , 2023, February 15, 2023 and March 1, 2023. On January 4, 2023 the CNA process was reviewed as well as school data. On Jan. 24-Feb. 7 PLCs were held. During the PLCs, the teachers did data dives into academics, culture and climate, and brainstormed ways to reach shared goals and increase parent involvement. On February 21, 2022 the Leadership team reviewed the data collected during staff feedback sessions. The Stakeholder presentation was created. On February 22 and February 27 the Title I Schoolwide Plan Stakeholder Meetings were held. The data and the findings were presented and discussed by all who were in attendance. There was a brainstorming session to gather input. On March 1, 2023 the leadership team met to review all feedback and consolidated the data into the Comprehensive Needs Assessment launcher. The input collected during SY23 leadership meetings, February PLCs, and The Stakeholder meeting was used to develop our Title I Schoolwide Plan.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Based on the data and findings from the leadership meetings and the staff input from the PLCs a presentation for stakeholders was prepared, explained and discussed at the February Stakeholder meetings. A brainstorming session was held during the meeting to collect feedback from the stakeholders. Based on the feedback, included in the FY23 Parent and Family Engagement Plan, the following was stated: a parent liaison as the Family Center Contact to be available, trainings for parents, and send communications in many ways such as flyers, on class dojo, in an agenda, phone messages. Parents also asked us to provide training on Understanding Standard Based Report Cards, Home Connection Reading Bags for ELA support and enrichment and Technology Training- Navigating SIS Gateway and Student Portal & Academic Tiles. For teachers, it was determined that there was a need for training how to assist teachers in understanding how to better engage and support parents/families as they work with their students at home (ELA). Also, how to engage and connect with families in order to share student progress using technology, how to hold effective face to face meetings, and newsletters including monitoring and documentation.

Name	Title
Kim Thomasson	Principal
Jose Rodriguez	Assistant Principal
Dora Lopez	Magnet Coordinator

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

Gove Elementary School Title I Annual Meeting will be held on Wednesday, August 30, 2023. The meeting will be recorded in both English and Spanish and the link will remain on the school website until June of 2024 so it can be easily accessed by any and all stakeholders, at their convenience.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parent Link Call-outs, Announcements during Open House, Invitations distributed at Open House, school website, School Class Dojo.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Title I Power Point, Recorded Video, Google Form for Feedback and Invitation to be distributed at Open House.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effective Parent Engagement to Support Student Academic Success

- What specific strategy, skill or program will staff learn to implement with families?

Staff will be trained on how to better engage and support parents/families as they work with their students at home across ELA, Math and Science. Specifically on what kinds of activities and information should be presented to families to assist them as they help their children at home. This information will be presented by teachers to parents in the Monthly Grade Level Parent Newsletters as well as during parent conferences.

- What is the expected impact of this training on family engagement?

Parents will have a better understanding about the academics and student expectations throughout the schoolyear by creating a home-school connection and will be advised on how they can support their child at home. Parents will be provided activities to support the learning occurring in the classroom.

- What will teachers submit as evidence of implementation?

Monthly newsletters, parent/teacher conferences.

- Month of Training

August

- Responsible Person(s)

Stephanie Thompson

2. Reflection/Evaluation of Training #1

- Name and Brief Description

Pending completion of training

- Number of Participants

Pending completion of training

- What were teachers able to do as a result of the training?

Pending completion of training

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

Pending completion of training

- What went well with the training

Pending completion of training

- What improvements would be made and what steps will you implement to make the training more effective

Pending completion of training

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Sharing Student Progress With Families Using Technology

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will be trained on how to engage and connect with families using technology, face to face meetings, including monitoring and documentation. Training will be provided on Class DoJo, SIS Gateway (Parent View) and the FAST Portal for Parents. As a result of the training, teachers will be able to assist parents in accessing these platforms. In addition, they will be trained on proper documentation using conference notes.

- What is the expected impact of this training on family engagement?

Parents will actively participate in teacher parent conferences and will also use technology (SIS Gateway) to monitor student progress.

- What will teachers submit as evidence of implementation?

Conference forms

- Month of Training

September

- Responsible Person(s)

Denelda Ascherman

4. Reflection/Evaluation of Training #2

- Name and Brief Description

Pending completion of training

- Number of Participants

Pending completion of training

- What were teachers able to do as a result of the training?

Pending completion of training

- Have you seen evidence that teachers are implementing the strategy, skill, or program they learned through this training?

on

- How do you know?

Pending completion of training

- What went well with the training

Pending completion of training

- What improvements would be made and what steps will you implement to make the training more effective

Pending completion of training

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

Technology Resources Training

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to navigate SIS Gateway to access report cards information, how to connect with teachers through Class Dojo, and how to use academic online resources to support their child's learning at home.

- Describe the interactive hands-on component of the training.

Parents will be in the computer lab to learn how to navigate SIS Gateway and other academic resources.

- What is the expected impact of this training on student achievement?

Student achievement will increase because parents will use their child's report card to focus on academic strengths and weaknesses. Parents will be able to access resources to support their children academic progress.

- Date of Training

September

- Responsible Person(s)

Dora Lopez

- Resources and Materials

Presentation Computer access at school to register on SIS Gateway, Class dojo, etc. Printed instructions of the topics discussed on the training.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

2. Reflection/Evaluation of Training #1

• Name of Training

Pending completion of training

• Number of Participants

Pending completion of training

• What were parents able to do as a result of the training?

Pending completion of training

• Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

• How do you know?

Pending completion of training

• What went well with the training?

Pending completion of training

• What improvements would be made and what steps will you implement to make the training more effective?

Pending completion of training

3. Parent and Family Capacity Building Training #2

- **Name of Training**

Understanding Standard Based Report Cards

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will have a better understanding of how to read and understand Palm Beach County's standard based report card. With this knowledge parents will be able to support students needs at home.

- **Describe the interactive hands-on component of the training.**

Parents will have copies of their own child's report card to facilitate a more meaningful understanding.

- **What is the expected impact of this training on student achievement?**

Student achievement will increase because parents will be active, more knowledgeable participant in their child's education.

- **Date of Training**

November

- **Responsible Person(s)**

Denelda Ascherman

- **Resources and Materials**

Standard Based Report Card, parent handout with grade level standards, report card resources from Blender.

- **Will use funds for refreshments as noted in SWP:**

on

- Amount (e.g. \$10.00)

0

4. Reflection/Evaluation of Training #2

- Name of Training

Pending completion of training

- Number of Participants

Pending completion of training

- What were parents able to do as a result of the training?

Pending completion of training

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

Pending completion of training

- What went well with the training?

Pending completion of training

- What improvements would be made and what steps will you implement to make the training more effective?

Pending completion of training

5. Parent and Family Capacity Building Training #3

- Name of Training

Hands-on Science Activities for Families

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will be provided with strategies and resources(handouts, presentation) on how to support their child at home in order to be successful in Science. During the training parents will use these resources to practice.

- Describe the interactive hands-on component of the training.

Presentation, handouts, examples of Science experiments.

- What is the expected impact of this training on student achievement?

Student achievement will increase in the area of Science because parents will be active, knowledgeable participant in their child's education.

- Date of Training

Early October

- Responsible Person(s)

Yarivette Gomez/Daliana Garcia

- Resources and Materials

Presentation, handouts, examples of Science experiments.

- Will use funds for refreshments as noted in SWP:

on

- Amount (e.g. \$10.00)

0

6. Reflection/Evaluation of Training #3

- Name of Training

Pending completion of training

- Number of Participants

Pending completion of training

- What were parents able to do as a result of the training?

Pending completion of training

- Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?

on

- How do you know?

Pending completion of training

- What went well with the training?

Pending completion of training

- What improvements would be made and what steps will you implement to make the training more effective?

Pending completion of training

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Migrant Education Program

- Describe how agency/organization supports families.

Parents are taught learning activities they are able to use at home with their children. For families that cannot afford to pay for tutors, they assist with the identification of students for in-school and after-school tutorials. Provide home visits and provide school materials to ease the financial burden . This is coordinated by a Migrant Resource Teacher and home visits are provided by the Migrant Social Services Facilitators.

- Based on the description list the documentation you will provide to showcase this partnership.

Migrant tutorial documents, copies email communication with Resource teacher

- Frequency

On-going

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Red Apple

- Describe how agency/organization supports families.

They provide school supplies for students, taking this financial burden off families.

- Based on the description list the documentation you will provide to showcase this partnership.

Email communication with agency staff to confirm delivery of backpacks and supplies.

- Frequency

Annually

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Back to Basics

- Describe how agency/organization supports families.

They supplying students with uniforms and holiday gifts, taking this financial burden off families.

- Based on the description list the documentation you will provide to showcase this partnership.

Email communication with agency staff to confirm delivery of uniforms and holiday gifts. Family center documentation of uniforms given to families.

- Frequency

Annually

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

The school will send out call outs and flyers to provide families with timely information about the Title I Programs such as tutoring and the compact. We will also announce it to the public using twitter, Facebook, school website, newspaper, class dojo, and the school calendar. It will be explained to parents and families during the Title I Annual Meeting, Stakeholder Input Meeting, PTO, parent conferences, and SAC meetings.

- **List evidence that you will upload based on your description.**

The school will use sign in sheet from meetings, invites fom tutorial programs, meeting agendas, and website screen shots/links to document that the information was shared.

- **Description**

During Open House and Parent - Teacher conferences the school will inform parents about the curriculum and about the proficiency levels the students are expected to meet. They will also be informed through progress reports and report cards.

- **List evidence that you will upload based on your description.**

The school will use sign in sheets from meetings, agendas, and website screen shots/links to document that the information was shared

- **Description**

During parent trainings, letters sent home, Open House, and Parent - Teacher conferences the school will inform parents about the forms of assessments used to measure student progress, and about the achievement levels of State academic standards. They will also be informed through distributed informational flyers from the FLDOE website for parents in their home language. Parents will be informed of their child's assessment data after each progress monitoring.

- **List evidence that you will upload based on your description.**

Sign in sheets from meetings, agendas, and website screen shots/links to document that the information was shared. Report cards, progress reports, I-Ready reports, I-station reports

- **Description**

Opportunities for parents to provide input will be announced during Open House, the Title I Annual meeting, and SAC meetings. The school will send out call outs and flyers to invite and remind parents. We will also post the information on twitter, dojo, and the school website.

- **List evidence that you will upload based on your description.**

Sign in sheets from meetings, agendas, and website screen shots/links to document that the information was shared.

- **Description**

SAC Meetings will take place before school as parents drop off their children in an effort to increase involvement from the year before. If there is a need we will alternate SAC meeting to evenings. Open House will be in person in the evening to allow for parents to participate after work. Our Title I Annual Meeting will be recorded and posted to our website in both languages so parents can review and have access to it at any time that is convenient for them. Parent training sessions and meetings are offered virtually, during the school day and in the evening to provide multiple opportunities to be involved.

- **List evidence that you will upload based on your description.**

Agendas and sign in sheets to show staggered times.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

Community language facilitators and translated signage/activities will be available for families.

- List evidence that you will upload based on your description.

Translated handouts and flyers, activity images.

- Description

Staff will be available to assist parents and families, as needed, with participating in the activities. Handicap parking is available and meetings will be held on first floor. Sign language Interpreters will be called upon as needed.

- List evidence that you will upload based on your description.

Flyers and images

- Description

School counselors, ESOL staff, and case manager will work with families to ensure instructional continuity and support services. We will refer families to Migrant Dept as needed.

- List evidence that you will upload based on your description.

Logs, images, flyers, emails to District Migrant Dept

- Description

School will work in collaboration with MVP contact at the District to ensure the needs of students experiencing homelessness are met.

- List evidence that you will upload based on your description.

Flyers, Handouts, Images and correspondence with District MVP staff

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

Meet and Greet

- Brief Description

Parents are invited to school to visit their child's classroom and meet the teacher. Teachers shared relevant information with parents including the School, Teacher, Parent Student Compact and expectations for the year.

2. Activity #2

- Name of Activity

Academic Games Night

- Brief Description

Parents will be engaged in standard-based academic (Reading, Writing, Math and Science) games with their child. They will be provided with instructions for each game so they can play the games at home to support their child's learning.

3. Activity #3

- Name of Activity

Skills for Learning and Life Night

- Brief Description

Parents will be introduced to SLL standards, morning meetings as well as ways they can support their child social emotional development.

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

Gove is committed to building students' non-academic skills which ultimately support their academic growth. Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks. School-wide positive behavior universal guidelines to be Caring, Accountable, Trustworthy, and Safe- "CATS" are evident throughout the school. Positive praise and "PAWSome Tickets" are used to reinforce behaviors. Pawsome Tickets are given out to students who are seen to be practicing Caring, Accountable, Trustworthy, and/or Safe (CATS) behaviors. Students can use their "PAWSome Tickets" for rewards and time in the game room. Teachers also use the Class DOJO app to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior and social emotional progress. Teachers also implement a daily "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. All students participate in the Second Step curriculum on the Fine Arts Wheel. Classrooms are equipped with fidget boxes and calming corners. Each student has a lanyard with a problem-solving and calming strategies card, which are specifically taught and consistently modeled for students so that they can independently use this tool when situations necessitating its use arise. The Assistant Principal offers a "Positive Referrals" for students that demonstrate great "CATS" behavior. Teachers submit a form if students perform actions that fall under our CATS behavior. (Caring, Accountable, Trustworthy, and Safe). Students are recognized with an AP Positive Behavior Referral and have lunch with the AP as their reward. 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. The principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor implements evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing equity gaps. Faculty participates in brainstorm strategies in the first days of school to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

The school-based team (SBT) uses the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). In addition, teachers utilize the district's decision tree to identify students that are in need of additional support. An intervention plan is developed (PBCSD Form 2284), which identifies student-specific areas of deficiency and appropriate research-based interventions to address such. The team ensures the necessary resources are available and the intervention is implemented with fidelity. All students are progress-monitored based upon the team's decision on the best way to track student's progress. Each case is assigned a case liaison to support the interventionist. Parents are informed of their child's response to intervention via letter. Parents are called and invited to all SBT meetings pertaining to their child. Leadership and teachers practice shared decision-making in an effort to meet the needs of all students during PLCs, grade level meetings, and faculty meetings. All SBT information is entered into the district's Student Information System. Core Instruction Implementation: Gove Elementary is focused on grade level/subject area/behavior standards using effective large/small group instruction. In addition to collaboratively planned, standards-based lessons, sourced through Benchmark and Blender, students participate in iReady and iStation program for reading and Dreambox for math. In order to ensure a positive learning environment students are expected to adhere to the Gove Behavior Expectations, CATS: Caring, Accountable, Trustworthy and Safe. Supplemental Instruction Implementation: SOME students receive in addition to core instruction, an additional 30 minutes of supplemental intervention. Interventions are focused on skills that pose a barrier to the acceleration of student learning. Student-centered data are used to identify groups of students who share the same academic and/or behavior need. At Gove, some Supplemental interventions for reading are: - LLI (Leveled Literacy Intervention) -Soluciones -Small Group instruction using the guided reading model -iReady tools for instruction in small groups -iStation teacher led lessons -Voyager Intensive Instruction Implementation: Students requiring additional intensive instruction receive additional support, focused on characteristics proven to minimize barriers to student success. We provide a narrow focus on identified barrier. Sometimes, the intervention includes additional time using the specific intervention. We utilize LLI and iReady for instruction in small groups. In teacher-directed instruction, iStation and other specific intensive interventions are utilized. Within smaller groups, we often include even more additional time in a to intensify the intervention and to provide more opportunities for student mastery of content and skills. Members of the MTSS/Rtl Leadership Team share responsibility for ensuring effective SBT/MTSS implementation.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications

- Courses/electives that are focused on job skills.
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

Students at Gove Elementary participate in core classes along with a 30-minute period of fine arts instruction. Our core classes include: English Language Arts (reading and writing), Spanish Language Arts (reading and writing), Mathematics, Science, and Social Studies and are taught by certified highly-qualified teachers. Our fine arts rotation consists of 7 offerings: 1) STEAM (Science, Technology, Engineering, Art, Mathematics), 2) Music, 3) Art, 4) Spanish Physical Education, 6) English Physical Education, and, 7) Second Step (Skills for Life and Learning curriculum). Students rotate through the fine arts in a weekly rotation. All subject areas are taught using a district approved curriculum aligned to the Palm Beach Model of Instruction. The master schedule and student placements are created after a masterboard analysis, which focuses on the specific needs of students in general education, Exceptional Student Education (ESE), English Language Learning (ELL), Response to Intervention (Rtl), and Gifted. Our High Achieving classes provide enrichment in all subject areas for students who demonstrate the need and desire to be challenged. Specific data reviewed, such as IEP Plans, ELL plans, SBT referrals, and interventions plans, in addition to assessment data from the Florida Assessment of Student Thinking (FAST), Reading Running Records (RRR), iStation, and iReady. Teacher recommendations are also taken into consideration when placing students into homerooms and specific programs. Supplemental Academic Instruction (SAI) is provided in a pull-out, small group environment, utilizing Leveled Literacy Intervention (LLI) to meet the needs of students who rank in the lowest 25% for reading. Every subject area is differentiated at Gove Elementary School. GES works through the gradual release of responsibility where the teacher models the "I do", the students are given the opportunity to work together still with teacher assistance during "we do" activities, and eventually the "you do" activities provide students the ability to demonstrate independent learning. After "you do" activities, students are pulled in small groups for differentiation. Students are either enriched or retaught. Intervention is embedded in all teacher's schedules. During intervention, students work on remedial skills while high achieving and gifted classes are working on project based learning. Our Instructional framework outlined for grades K-6 is focused and aligned to the Florida State Standards. Teachers plan collaboratively with the help of resource teachers and administration, who facilitate PLCs, and Data Chats focused on planning instruction to meet the intent of the standards and the individual needs of each student. Our school participates in the 30 minute Extended Day schedule, in which students receive additional time added to the school day that is focused on reading. Our students use a school-created shared-reading program to help build student fluency, word study, comprehension and higher order thinking. Students can participate in extracurricular activities such as Art club, Multicultural Dance Club, Garden Club, Student Council, Baton Club, and the Steel Drum Band. Some Sixth grade students participate in Spanish or the Spanish Speakers class.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

Students at Gove Elementary School are given the opportunity to learn college and career readiness skills through the school-wide Advancement Via Individual Determination (AVID) program. Students learn skills such as organization, note-taking, and goal setting to help them be more successful at the elementary school level and these skills are the foundation for post-secondary success. We also have an annual Career Day. Community members come to school and share with students information about their careers.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies

- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

At Gove Elementary School, several steps are taken to assist preschool children's 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 tour our 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, a Summer Transition to Kindergarten Backpack with books, activities, and a parent guide for enrolled VPK students (provided by the Dept. of Early Childhood Education) is distributed. During Kindergarten Roundup, parents are trained how to use the materials at home with their children to help them become Kindergarten ready. We also have our own Migrant VPK unit on our campus.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study

- Peer Observation Program using Palm Beach Model of Instruction
- Consultants
- Multicultural and ESE trainings

1. Professional Development

Teachers participate in Professional Learning Communities (PLCs) as well as Professional Development (PD) days that are dedicated for professional development to improve delivery of instruction and the use of data to support instructional decisions. Teachers and coaches go through the cycle of 1) examining the standards where teachers create learning targets, 2) aligning instruction where strategies are brainstormed and selected to deliver standards based instruction, 3) determining student evidences by creating the criteria for success, 4) analyzing student work where the teachers, coaches and administration find out what students learned and what they didn't learn and 5) modifying instruction where differentiation is planned. Teachers engage in collaborative planning during the school day to analyze standards, discuss books/articles, and participate in professional discussions to inform their teaching. PLCs and collaborative planning are supported by the instructional coaches/resource teachers, the Single School Culture Coordinator and the PLC coordinator. Regional and district curriculum support team members and resources on Blender are also available for teachers to develop their skills sets. Additionally, teachers have collaborative planning opportunities after school to assist in using technology in the classroom, best practices in Benchmark implementation, best practices with the focused model of instruction, and instruction on meeting the social emotional needs of students. Faculty meetings and PD days are used for professional development around the Palm Beach Model of Instruction (PBMI). The Palm Beach Model of instruction is based upon the work of Dr. Robert J. Marzano and Learning Science International. It embraces the premise that all instructional personnel are capable of improving their practice regardless of their level of performance and provides the framework for doing so. The Educator Support Program (ESP) is the School District of Palm Beach County's (SDPBC) formal program of support for newly hired educators. This can include brand new teachers to the profession or those new to SDPBC. The ESP is focused around developing capacity around PBMI.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office

Retention:

- Orientation
- Mentoring/Peer Teacher

- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Our school monitors the qualifications of the staff in order to stay in compliance with state and federal regulations. Teachers are recruited through various job fairs, word of mouth, and current staff recommendations. 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. In addition, the school district provides a monetary supplement as an incentive to retain highly qualified teachers in the Glades area. Additionally, opportunities for supplemental part-time pay are available. Our veteran teachers host student teachers from the local colleges and universities every school year. They supervise the students' field work and provide modeling for them.