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. 48% of Kindergarten students in 2023 were on grade level to enter first grade. However, in 2024, those same students currently as first graders scored 35% 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. We will be basing our proficiency using STAR and PM 2 data from winter 2023. From kindergarten to first grade students decreased from 49% to 45%, first to second grade 31% to 47%, second grade to third grade is 26% to 27%, third to fourth grade 27% to 38%, fourth grade to fifth grade was a decrease from 29% to 23%, and fifth to sixth grade 33% to 44%. Overall ELA Data PM 1 ELA PM2 ELA Change PM1 to PM2 51/306 73/311 17% on Grade Level 23% on Grade Level +6% on Grade Level According the Checkpoint 3 Data 3rd grade students are predicted to be 27% proficient. 2nd Grade students that matriculated to 3rd grade this year initially were entering with 27% proficient. However, when data was retrofitted by the state the 2nd grade students entered 3rd grade at 16% proficient. Therefore, if the prediction of 27% is met the students will have shown an increase of 11% proficient. While this does not meet the 35% initially established as the goal, an increase of 8%, it exceeds the increase in proficient students. We are also focusing on our ESSA subgroups in need of improvement. SWD ELA Data PM 2 ELA Targeted Outcome 13/85 15% on Grade Level 21% on Grade Level Black ELA Data PM 2 ELA Targeted Outcome 11/39 28% on Grade Level 46% on Grade Level

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

Lack of strong phonological awareness and phonics foundation. Lack of a thorough understanding of BEST standards and understanding how to use data resources effectively. Lack of time to plan for rigorous and engaging instruction. Lack of clear understanding of phonological awareness and phonics development.

3. Share possible solutions that address the root causes.

Hire Resource Teacher to work with small group interventions and intensive reading. Teachers will plan lessons to explicitly teach phonological awareness and phonics in both English and Spanish in the primary grade levels. Provide training on B.E.S.T. ELA and SLA Standards. Benchmarks will be taught explicitly to make the connections between English and Spanish and across grade levels to understand student expectations. Structure PLC's / Collaborative Planning 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. Teachers will plan for small group, differentiated instruction. Teachers will plan to fill in gaps where the curriculum leaves certain benchmarks not fully taught. Provide extended learning opportunities for students such as after school tutorials.

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

- Communication

Grade Level Parent Newsletters will provide parent information about how to help at home. Monthly Calendars with all events will be sent home and posted on the school website. Communication will be sent in many ways such as flyers, on class dojo, Facebook invitations, in an agenda and over the phone.

- Parent Training

How to work with your children at home for English Literacy and Spanish Literacy. Learn about community resources available to better support families (such as mental health, ESE resources, etc.) Technology Review of SIS Gateway/Class Dojo Making Connections between English and Spanish Skills

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

- School

Provide resources in home language that support reading. Plan for engaging lessons to capture student interest reading about interesting topics. Provide time for teachers to meet with parents for individual conferences. Provide parents with information from community resources. Provide parents with training on how to sign up for SIS Gateway and Class Dojo to receive student's information including, but not limited to schedule, grades, behavior, and attendance. Provide materials to link skills between English and Spanish

- Students

  Read nightly. Complete homework.

- Parents

  Participate in school activities/trainings including parent conferences. Use resources provided by teachers to work with their children at home. Provide a place and time for homework. Register for SIS. Register for Class Dojo.

- Staff Training

  How to engage and connect with families to share student resources in ELA to use at home. Learning about the culture of migrant families to better support, understand, and build relationships with students and families. Learn about community resources to further assist our families.

- Accessibility

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

Math

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

1. List prioritized needs statements.

In 2023 the lowest area of academic achievement was in 3rd through 5th grade math. Specifically, 4th grade math. The data indicates Math achievement has the largest gap as we are 27% under the state. This would definitely align with the issues we have seen with our ESSA identified subgroups our Black and SWDs. Our proficiency goal in the area of mathematics is 46%. Using the PM state testing data from winter 2023, we found that the following percentage of students in the following grade levels are proficient; third grade-27%, fourth grade-38%, fifth grade-23%, and sixth grade 44%. Only about half of the standards have been taught when the students were assessed in December. We are also drilled down to our ESSA subgroups in need of improvement. SWD Math Data PM 2 ELA Targeted Outcome 11/84 13% on Grade Level 32% on Grade Level Black Math Data PM 2 ELA Targeted Outcome 8/38 21% on Grade Level 44% on Grade Level From classroom walkthroughs, we can see there is a need for students to experience hands-on learning experiences using manipulatives because students are not understanding basic facts and skills. We are targeting students during small groups and tutorials to make learning gains and reach proficiency goals.

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

Lack of hands-on experiences in math and building of conceptual understanding. Lack of time to plan for rigorous and engaging instruction and how to use data to plan for rigorous instruction. Lack of thorough understanding of BEST standards, expectations, and student instructional tasks.

3. Share possible solutions that address the root causes.

Hire Resource Teacher to work with small groups for interventions, skill gaps, and acceleration (AMP) and middle school math beyond 6th grade. Teachers plan engaging lessons to incorporate hands-on manipulatives for students to grasp concepts. Teachers will plan for small group, differentiated instruction for students. Provide training on B.E.S.T. Math Standards with a strong focus on benchmark expectations and instructional tasks for students Structure PLC's / Collaborative planning 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. Provide extended learning opportunities for students such as after school tutorials.

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

- Communication

Grade Level Parent Newsletters will provide parent information about how to help at home. Monthly Calendars with all events will be sent home and posted on the school website. Communication will be sent in many ways such as flyers, on class dojo, Facebook invitations, in an agenda and over the phone.

- Parent Training

How to work with your children at home for Math. Learn about community resources available to better support families (such as mental health, ESE resources, etc.) Technology Review of SIS Gateway/Class Dojo Making Connections between English and Spanish Skills

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

- School

Provide resources in home language that support mathematics. Plan for engaging lessons to capture student interest. Provide time for teachers to meet with parents for individual conferences. Provide parents with information from community resources. Provide parents with training on how to sign up for SIS Gateway and Class Dojo to receive student's information including, but not limited to schedule, grades, behavior, and attendance. Provide materials to link skills between English and Spanish

- Students

Read nightly. Complete homework.

- Parents

Participate in school activities/trainings including parent conferences. Use resources provided by teachers to work with their children at home. Provide a place and time for homework. Register for SIS. Register for Class Dojo.

- Staff Training

How to engage and connect with families to share student resources in Math to use at home. Learning about the culture of migrant families to better support, understand, and build relationships with students and families. Learn about community resources to further assist our families.

- Accessibility

Translators are provided at all events. 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 District Diagnostic data we are currently at 26% of students proficient. Our goal for proficiency on the SSA is 36%. 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.

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

> Hand-on engaging science activities are under-utilized in classrooms. Lack of academic science vocabulary and how to apply to real-world scenarios. Missing 3rd & 4th grade content. Lack of time to plan for rigorous and engaging instruction.

3. Share possible solutions that address the root causes.

> 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 to utilize new curriculum that the district will be using next school year. This time will allow teachers to plan for hands-on activities/experiences, vocabulary connections in both languages in all subject areas, and plan how to use reading strategies to be applied in science. Provide professional development on student expectations in science. STEAM teacher will support in areas that are marked as an area of weakness.

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

• Communication

> Grade Level Parent Newsletters will provide parent information about how to help at home. Monthly Calendars with all events will be sent home and posted on the school website. Communication will be sent in many ways such as flyers, on class dojo, Facebook invitations, in an agenda and over the phone.

- Parent Training

> How to work with your children at home for Science. Learn about community resources available to better support families (such as mental health, ESE resources, etc.) Technology Review of SIS Gateway/Class Dojo. Making Connections between English and Spanish Skills

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

- School

> Provide resources in home language that support science. Plan for engaging lessons to capture student interest. Provide time for teachers to meet with parents for individual conferences. Provide parents with information from community resources. Provide parents with training on how to sign up for SIS Gateway and Class Dojo to receive student's information including, but not limited to schedule, grades, behavior, and attendance. Provide materials to link skills between English and Spanish

- Students

> Read nightly. Complete homework.

- Parents

> Participate in school activities/trainings including parent conferences. Use resources provided by teachers to work with their children at home. Provide a place and time for homework. Register for SIS. Register for Class Dojo.

- Staff Training

> How to engage and connect with families to share student resources in Science to use at home. Learning about the culture of migrant families to better support, understand, and build relationships with students and families. Learn about community resources to further assist our families.

- Accessibility

> Translators are provided at all events. 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: **$216,689.00**

Acct Description	Description								
Resource Teacher	Resource Teacher to teacher 4th grade Advanced Mathematics Program (AMP) class and to provide push-in and pull-out small-group and individual mathematics instructional support to students in Kindergarten (K) through sixth (6th) grades.								
Resource Teacher	Reading Resource will provide small group push in support for students that fall into the low 35% of the grade level (groups my differ based on teacher groups and student needs) needing additional interventions in reading for students in Kindergarten (K) through sixth (6th) grades, and will teach a Reading Intervention class.								
Tutorial	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Certified Teachers to provide afterschool tutorial in Reading/English Language Arts (R/ELA), Mathematics, and Science, for students in second (2nd) through sixth (6th) grades targeting learning gains to lead to proficiency for students performing below grade-level expectations.	9	$37.00	4	1.25	20	Certified	Original	$33,300.0
	Certified Teachers to provide afterschool tutorial in Reading/English Language Arts (R/ELA), Mathematics, and Science, for students in second (2nd) through sixth (6th) grades targeting learning gains to lead to proficiency for students performing below grade-level expectations.	1	$37.00	3	1.25	20	Certified	Original	$2,775.00
	Certified Teachers to provide afterschool tutorial in Reading/English Language Arts (R/ELA), Mathematics, and Science, for students in second (2nd) through sixth (6th) grades targeting learning gains to	1	$37.00	1	1.25	10	Certified	Original	$463.00

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	lead to proficiency for students performing below grade-level expectations.								
Resource Teacher	Reading Resource Intervention Teacher will provide small group push in support for students that fall into the l 35% of the grade level (groups my differ based on teacher groups and student needs) needing additional interventions in reading for students in Kindergarten (K) through third (3rd) grades.								

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: **$145,793.00**

Acct Description	Description								
Out-of-system PD Subs	**Item**	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Pre-K-6th Grade Data Chats Sept/October	16	$19.00	1	7	1	Certified	Original	$2,128.0
	Pre-K-6th Grade Data Chats Jan/Feb	16	$19.00	1	7	1	Certified	Original	$2,128.0

Acct Description	Description								
	Item	**Quantity**	**Rate**	**Days**	**Hours**	**Weeks**	**Certified**	**Type**	**Total**
	Substites to cover classrooms for teachers to participate in ELA/SLA and Math staff development aournd planning for standards based instruction.	6	$19.00	1	7	6	Certified	Original	$4,788.0
Tch Res Staff Development	Resource Teacher Staff Developer to lead professional learning communities (PLCs), model effective instruction, and to facilitate professional development for teachers of core content areas in Kindergarten (K) through sixth (6th) grades.								
Single School Culture Coordinator	The Single School Culture Coordinator (SSCC) 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 in all Kindergarten (K) through sixth (6th) grades.								

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: **$4,904.25**

Acct Description	Description					
	Item	**Quantity**	**Rate**	**Supply Type**	**Type**	**Total**
Supplies	Benchmark Decodable Readers for Parent Training Spanish, Grade 1	3	$165.00	Program Supplies	Original	$495.00

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Paper for Parent Newsletters	8	$44.00	General Supplies	Original	$352.00
	Shipping (10%)	1	$416.50	Program Supplies	Original	$416.50
	Benchmark Decodable Readers for Parent Training Spanish K	3	$195.00	Program Supplies	Original	$585.00
	Benchmark Decodable Readers for Parent Training English, Grade 1	4	$360.00	Program Supplies	Original	$1,440.0
	Student Planners for K-6 for Parent Communication	650	$1.70	General Supplies	Original	$1,105.0
	Benchmark Decodable Readers for Parent Training English, Grade 1	3	$165.00	Program Supplies	Original	$495.00
	Allocation differential per survey 3 data after reducing tutorials - adding pencils markers, cardstock for parent trainings	1	$15.75	Program Supplies	Original	$15.75

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
Geraldine Varon	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
Keilany Sandoval	Parent
Yaneth Mejia	Parent
Marith Chararrieta	Parent
Jose Gonzalez	Parent
Roberto Ramirez	Parent
Alejandra Martinez	Student

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 26, 2024 Stakeholder meeting. Students on the Principals Advisory Committee were invited to give feedback on February 29, 2024. 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 (February 6-16, 2024). Ms. Thomasson (Principal), Mrs. Varon (Assistant Principal) Mrs. Ascheman (Literacy Coach), Mrs. Lopez (Magnet Coordinator), Ms. 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 10 , 2024, February 6, 2024 and February 13, 2024. The CNA process was reviewed as well as school data during PLCs held January 23, 2024 to February 1, 2024, 7:30am-8:45am. Between February 6-16, 2024 PLCs were held from 7:30am-8:45am. 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 13, 2024 the Leadership team reviewed the data collected during staff feedback sessions. The Stakeholder presentation was created. On February 26, 2024, 7:15-am-8:30am and February 29, 2024 1:30pm-2:30pm 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, 2024 all feedback was consolidated into the Comprehensive Needs Assessment launcher. The input collected during SY24 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 FY25 Parent and Family Engagement Plan are trainings for parents, communications to families need to be sent in many ways such as flyers, on class dojo, in an agenda, phone messages as well as a commitment from families to register for SIS gateway. Parents asked us to provide training on how to support their children at home in the areas of Math, Reading and Science as well as understanding learning to read in two languages, making connections between English and Spanish. For teachers, it was determined that there was a need for training to learning about the culture of migrant families to better support, understand, and build relationships with students and families. As well as teachers need to learn about community resources to further assist our families to ensure students have access to additional supports.

Name	Title
Kim Thomasson	Principal
Geraldine Varon	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 28. 2024. The meeting will be recorded in both English and Spanish and the link will remain on the school website until June of 2025 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 Meet and Greet, Invitations distributed at Meet and Greet, 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 Meet and Greet.

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

> Migrant Families, A Better Understanding for Teachers

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

> Teacher will learn about the culture of migrant families to better support, understand, and build relationships with students and families. The session will include brainstorming different ways to engage migrant families in the education of their children.

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

> Teachers will have a better understanding of the challenges migrant families experience and ways they can support and assist families. After deepening teachers understanding, they will implement varied ways to engage with our migrant families. Family engagement will increase.

- What will teachers submit as evidence of implementation?

> Monthly newsletters, sign-in from parent engagement activities implemented by the teacher, parent/ teacher conferences.

- Month of Training

> September

- Responsible Person(s)

> Claudia Gutierrez

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

- 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

Community Resources to Support Families

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

Teachers will be trained on the multitude of community resources available to families. Training will include resources to support mental health, academic support, such as the library, behavioral support and FAU Card. As a result of the training, teachers will be able to assist parents in accessing these community resources.

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

Parents will access community resources for additional support for their child and family.

- What will teachers submit as evidence of implementation?

Referrals to community resources, Parent/Teacher conferences discussing community resources.

- Month of Training

August

- Responsible Person(s)

Michelle Riker

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

- 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

Making Connections: English and Spanish

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

Parents will be provided with strategies and resources on how to support their child at home as they are learning in two language. The presenter will teach parents to look for cognates, listen for similar sounds and share how the brain makes connections between languages.

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

Parents will be interacting with materials from Benchmark and Okapi as they explore reading in both English and Spanish.

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

Student achievement will increase in the area reading because parents will be knowledgeable about language learning and transfer.

- Date of Training

September 17, 2024

- Responsible Person(s)

Ana Carrasco

- Resources and Materials

Handouts, books in English and Spanish, magnetic letters.

- Amount (e.g. $10.00)

0

3. Parent and Family Capacity Building Training #2

- Name of Training

Academic Games for Home, Reading, Math and Science

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

Parents and students will be engaged with academic games to support learning in reading, math and science. Parents will walk away with resources and ideas for games and activities to do at home to support the academic areas at school. During the training parents will use these resources to practice.

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

Parents and students will be playing the games and interacting with teachers during the session.

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

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

- Date of Training

Late October

- Responsible Person(s)

Jessica Paniagua

- Resources and Materials

Handouts, game directions, grade level expectation in each academic area, games, dice, cards, shaving cream, magnet letters, materials for science experiments.

- Amount (e.g. $10.00)

0

5. Parent and Family Capacity Building Training #3

- Name of Training

SIS Gateway - Report Cards, Test Scores and So Much More

- 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 and test scores. Parents will understand how to read the Palm Beach County's standard based report card and access student test scores. With this knowledge parents will be able to support students needs 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 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 use their child's report card to focus on academic strengths and weaknesses.

- **Date of Training**

> November

- **Responsible Person(s)**

> Dora Lopez and Denelda Ascheman

- **Resources and Materials**

> Computer access at school to register on SIS Gateway, printed instructions, and printed copies of the student report card.

- **Amount (e.g. $10.00)**

> 0

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 opportunities to the public using Facebook, school website, newspaper, class dojo, and the school calendar. Title I programs will be explained to parents and families during the Title I Annual Meeting, Stakeholder Input Meeting, PTO, parent conferences, and at each SAC meeting.

- 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 Facebook, class 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. 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 Interpretors 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 department as needed.

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

Logs, images, flyers, emails to District Migrant department.

- 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 celebrations. 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. Classrooms are equipped with fidget boxes and calming corners. 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 school counselors and one BHP 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 school 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 with an aligned progress monitoring tool to track students' 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 data chats, 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 academic and behavioral standards using effective large/ and small group instruction. In addition to collaboratively planned, standards-based lessons, sourced through Benchmark and Blender, students participate in iReady and iStation programs 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 Support: In addition to core instruction, some students receive 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 needs. At Gove, supplemental interventions for reading include: -Solucciones -Estrellita -Small Group instruction using the guided reading model - Small Group instruction using the shared reading model -iStation teacher directed lessons -Voyager -SPIRE Intensive Support: Students requiring additional intensive intervention receive additional support, focused on research based interventions proven to minimize barriers to student success. Intensive interventions can include additional time using the specific intervention and/or working with the student in a smaller group. We utilize interventions such as SPIRE, guided reading, shared reading, and iStation teacher directed lessons for students requiring intensive intervention. Within smaller groups, the additional time provides more opportunities for student mastery of content and skills. Members of the MTSS/RtI 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
- How extra curricular opportunities enrich the students' education.

- Courses/electives that are focused on job skills.

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 6 offerings: 1) STEAM (Science, Technology, Engineering, Art, Mathematics), 2) Music, 3) Art, 4) English Physical Education, 5) Media and, 6) French. 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 (RtI), 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)I 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. Gove Elementary School offers Accelerated Math Programs (AMP) for students in grades 4th, 5th, and 6th.

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

- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start

- Meetings at local preschool programs to provide information to rising 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 and Inclusion VPK units 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 Collaborative Planning 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 invited to join the Educator Support Program that provides different types of support. In addition, 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.