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**Title I Comprehensive Schoolwide Plan**  
**GOVE ELEMENTARY SCHOOL (1241)**

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# ELA

## 1. List prioritized needs statements.

As we begin to examine the performance of our students on the STAR and FAST PM1 to PM2 we see improvement across all grade levels. The Grade 06 students showed the most significant progress, increasing by 14.7 percentage points between PM1 and PM2. In Grades 01, 02, and 03, they all demonstrated double-digit growth, showing substantial gains throughout the 2026 school year. Students in Kindergarten and Grade 05 saw the smallest increases, with KG growing by 1.5% and Grade 05 by 2.5%. Across all measured grades, the average improvement from PM1 to PM2 in 2026 was +9.04 percentage points.

| Grade Level | PM1 2026 (%) | PM2 2026 (%) | Growth (Percentage Points) |
|-------------|--------------|--------------|----------------------------|
| KG          | 10.6%        | 12.1%        | +1.5%                      |
| 01          | 12.4%        | 26.3%        | +13.9%                     |
| 02          | 5.7%         | 16.9%        | +11.2%                     |
| 03          | 16.5%        | 29.7%        | +13.2%                     |
| 04          | 15.5%        | 21.8%        | +6.3%                      |
| 05          | 13.3%        | 15.8%        | +2.5%                      |
| 06          | 40.3%        | 55.0%        | +14.7%                     |

When you dig deeper and compare PM2 data from 2025 to PM2 data from 2026 you find that Grade 03 and Grade 06 showed significant improvement in 2026, with Grade 06 hitting the highest overall proficiency in this category at 55.0%. While Grade 05 saw the sharpest drop, falling from 25.7% in 2025 to 13.3% in 2026.

| Grade Level | PM2 - 2025 (%) | PM2 - 2026 (%) | Difference |
|-------------|----------------|----------------|------------|
| KG          | 12.1%          | 10.6%          | -1.5%      |
| 01          | 24.7%          | 26.3%          | +1.6%      |
| 02          | 21.3%          | 16.9%          | -4.4%      |
| 03          | 18.2%          | 29.7%          | +11.5%     |
| 04          | 22.2%          | 15.5%          | -6.7%      |
| 05          | 25.7%          | 13.3%          | -12.4%     |
| 06          | 44.3%          | 55.0%          | +10.7%     |

**Skills for Life and Learning Needs & Attendance** As we look at our data for requests for counseling from 317 in FY25 to 376 in FY26 Our students are struggling with issues at home as well as academic struggles that cause emotional impacts. Currently there are 132 that have been absent for more than 10 days of the school year. We currently have 20.61% of our populations that is chronically absent. This represents a slight decline over last year at this same time when we has 21.3% chronically absent. Digging deeper into the data our largest absenteeism is occurring with our Kindergarten students followed by Grade 1 then Grade 4.

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

Lack of strong phonological awareness, phonics foundation, vocabulary and foundational reading skills. Lack of a thorough understanding and consistency of implementation of research based instructional practices and BEST standards/ Access points. Lack of time to plan for rigorous and engaging instruction, differentiated and small group instruction Lack of understanding of how to use instructional resources effectively. Lack of understanding of how to use data to plan for instruction. Skills for Life and Learning Needs Students lack the skills to regulate emotions.

### 3. Share possible solutions that address the root causes.

Strengthen the integration of literacy and science instruction by intentionally teaching academic vocabulary and providing structured support for understanding science. Hire Resource Teacher to work with small group interventions and intensive reading. Hire staff developer with expertise in ACCESS points to train and support ESE teachers. 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, SLA Standards and ACCESS points. Benchmarks will be taught explicitly to make the connections between English and Spanish and across grade levels to understand student expectations. ACCESS points need to be understood to plan appropriately for instruction in the ESE classrooms. 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. Monitor data to identify trends and make data-driven decisions for instructional improvements. 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. Skills for Life and Learning Provide training for staff on the emotional needs of students with skills for coping that can be taught in the classroom. Provide games and materials to teach skills for life and learning.

### 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

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 Understanding State Assessments Academic Nights with Hands on Experiences

### 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**

Take care of my Chromebook. Complete homework. Regular attendance at School.

- **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**

Best Practices for parent conferences. Explaining SIS gateway and testing scores to parents Learn about community resources to further assist our families. Available resources to offer families during a parent conference Training on culturally responsive communication and strategies to create a welcoming environment where families feel valued, respected, and empowered to support learning at home.

- **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**

### 1. List prioritized needs statements.

Math Performance Data: 2025–2026 Grade Level 2025 PM2 2025 PM3 2026 PM2 (Current) Kindergarten 13% 37% 25% 1st Grade 10% 54% 23% 2nd Grade 23% 43% 27% 3rd Grade 18% 43% 26% 4th Grade 4% 32% 7% 5th Grade 25% 47% 19% 6th Grade 40% 60% 39% Almost every grade level has higher proficiency in 2026 PM2 compared to where that same grade level was in 2025 PM2. For example, Kindergarten rose from 13% to 25%, and 1st Grade more than doubled from 10% to 23%. This suggests that core math instruction may be getting stronger year-over-year. When following the same group of students as they move up a grade, several cohorts are showing improvement. The current 3rd-grade cohort moved from 23% (as 2nd graders in 2025 PM2) to 26% now—a small but positive gain in proficiency. The 6th-grade team is maintaining the highest proficiency levels in the school (39%), nearly reaching their 2025 PM2 mark of 40%. 4th grade is currently at 7% proficiency. While this is technically an improvement compared to last year's 4% at this time, it remains the highest area of need to reach the goal of 53% goal. However it is important to remember that only a few benchmarks had been taught up to the time of the assessment. 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. Additionally, students need to be working in small groups so that the teacher is able differentiate instruction. 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 foundational skills in number sense and operations. Lack of hands-on experiences and conceptual understanding. Lack of basic fact fluency and understanding of abstract concepts. Lack of time for daily practice in math. 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/ ACCESS Points and student instructional tasks.

### 3. Share possible solutions that address the root causes.

Ensure consistent daily practice of foundational math skills across grade levels, particularly in number sense and basic operations, to prevent gaps from widening over time. Provide professional development to support teachers in delivering differentiated math instruction, especially for bilingual learners and students with diverse learning needs. Provide high-quality manipulatives for all students and provide coaching on how to use them. Hire Resource Teacher to work with small groups for interventions, skill gaps, and acceleration (AMP) and middle school math beyond 6th grade. Hire staff developer with expertise in ACCESS points to train and support ESE teachers. Teach explicit problem solving strategies. Teachers plan engaging lessons to incorporate hands-on manipulatives for students to grasp abstract 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

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 Understanding State Assessments Academic Nights with Hands on Experiences

#### 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 training for parents on how to support in math. 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.

- Students

Take care of my Chromebook. Complete homework. Regular attendance at School.

- 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**

Best Practices for parent conferences. Explaining SIS gateway and testing scores to parents Learn about community resources to further assist our families. Available resources to offer families during a parent conference Training on culturally responsive communication and strategies to create a welcoming environment where families feel valued, respected, and empowered to support learning at home.

- **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

### 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 Science?

How will school strengthen the PFEP to support Science?

- **How will school strengthen the PFEP to support Science?**

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 Science?

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

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

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.

## Social Studies

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?

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- 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

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: \$131,256.68

| Acct Description   | Description                                                                                                                  |          |         |      |       |       |           |          |             |
|--------------------|------------------------------------------------------------------------------------------------------------------------------|----------|---------|------|-------|-------|-----------|----------|-------------|
| Certified Tutorial | Item                                                                                                                         | Quantity | Rate    | Days | Hours | Weeks | Certified | Type     | Total       |
|                    | Certified teachers will provide afterschool tutorial in Reading/English Language Arts (R/ELA), Mathematics, and Science, for | 10       | \$37.00 | 4    | 1.25  | 15    | Certified | Original | \$27,750.00 |



# Action Step: Professional Learning

Provide ongoing professional learning 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: \$258,469.00

| Acct Description      | Description                                                                                                                                                          |          |         |      |       |       |               |          |             |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|---------|------|-------|-------|---------------|----------|-------------|
| Teacher Collaboration | Item                                                                                                                                                                 | Quantity | Rate    | Days | Hours | Weeks | Certified     | Type     | Total       |
|                       | Certified teachers from grades K-6 will meet monthly for 90 minutes to plan for instruction, utlizing current assessment data outside the school day.                | 57       | \$25.00 | 1    | 2     | 8     | Certified     | Original | \$22,800.00 |
| Out-of-system PL Subs | Item                                                                                                                                                                 | Quantity | Rate    | Days | Hours | Weeks | Certified     | Type     | Total       |
|                       | Substitutes to cover for teachers in third-sixth grade to meet to analyze data and plan for targeted core instruction after the PM1 in September and PM2 in January. | 15       | \$21.00 | 1    | 7     | 2     | Non-Certified | Original | \$4,305.00  |
|                       | Substitutes for K-6th Grade Data Chats that allow for planning next steps for each student in a grade level team approach, occuring in Sept/October.                 | 16       | \$21.00 | 1    | 7     | 1     | Non-Certified | Original | \$2,296.00  |
|                       | Substitutes for K-6th Grade Data Chats that allow for planning next steps for                                                                                        | 16       | \$21.00 | 1    | 7     | 1     | Non-Certified | Original | \$2,296.00  |

| Acct Description          | Description                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |      |      |       |       |           |      |       |  |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|------|------|-------|-------|-----------|------|-------|--|
|                           | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Quantity | Rate | Days | Hours | Weeks | Certified | Type | Total |  |
|                           | each student in a grade level team approach, occurring in Jan/Feb.                                                                                                                                                                                                                                                                                                                                                                                                                                                               |          |      |      |       |       |           |      |       |  |
| LTF                       | The Learning Team Facilitator will provide support for PLC's, RTI implementation, track data, identify student in need of extra support/small group instruction through data analysis, and develop the capacity of teachers all Kindergarten (K) through sixth (6th) grades while focusing on all content areas.                                                                                                                                                                                                                 |          |      |      |       |       |           |      |       |  |
| Extra Duty Days           | 5 extra duty days each at \$318.90 per day for the Learning Team Facilitator position # 10121057 and the 1.0 Resource Staff Developer position #20007143 to be used in July 2026 and June 2027.                                                                                                                                                                                                                                                                                                                                  |          |      |      |       |       |           |      |       |  |
| Tch Res Staff Development | 0.5 Resource Staff developer will provide support to our growing population of students with disabilities to work with teachers in grades K-6. Specifically, the students on Access Points in the area of reading and math as well as support teachers with curriculum resources in all content areas for these students.                                                                                                                                                                                                        |          |      |      |       |       |           |      |       |  |
| Tch Res Staff Development | Teacher Resource Staff Developer will provide training and support for collaborative planning in the area of reading and math, training on tracking individual student data as well as analyzing school wide data to inform instructional decisions, plan and monitor extended learning opportunities for students in the area of math, reading and science, and develop the capacity of teachers in understanding the rigor of the standards and instructional expectations 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: \$4,824.32

| Acct Description | Description                                                                                                          |          |          |                         |          |            |
|------------------|----------------------------------------------------------------------------------------------------------------------|----------|----------|-------------------------|----------|------------|
| Supplies         | Item                                                                                                                 | Quantity | Rate     | Supply Type             | Type     | Total      |
|                  | NewPath Learning Math Curriculum Mastery Take Home Game Edition, Grade 4                                             | 1        | \$376.99 | Instructional Materials | Original | \$376.99   |
|                  | Pencils                                                                                                              | 4        | \$4.68   | General Supplies        | Original | \$18.72    |
|                  | Green Folders for Kindergarten Round Up                                                                              | 5        | \$22.48  | Program Supplies        | Original | \$112.40   |
|                  | NewPath Learning Math Curriculum Mastery Take Home Game Edition, Grade 3                                             | 1        | \$376.66 | Instructional Materials | Original | \$376.66   |
|                  | Pencil Grips (pack of 25)                                                                                            | 2        | \$36.13  | General Supplies        | Original | \$72.26    |
|                  | Ink (black and colored) for printing student reports for parents and flyers and invitations for parent event,        | 1        | \$577.00 | Technology              | Original | \$577.00   |
|                  | Crayons for Kindergarten Round Up                                                                                    | 105      | \$1.44   | Program Supplies        | Original | \$151.20   |
|                  | Student Agendas for Parent Communication                                                                             | 700      | \$2.00   | General Supplies        | Original | \$1,400.00 |
|                  | Paper for Monthly Parent Newsletters/ Invitations/ Flyers/ Student Data Reports/ Copies for Academic Night Resources | 14       | \$33.92  | General Supplies        | Original | \$474.88   |
|                  | Alphabet manipulatives (set of 5) from Office Depot                                                                  | 4        | \$40.99  | Manipulatives           | Original | \$163.96   |
|                  | Jumbo Pencils for Kindergarten Round Up                                                                              | 4        | \$18.39  | Program Supplies        | Original | \$73.56    |
|                  | Shipping                                                                                                             | 1        | \$7.33   | General Supplies        | Original | \$7.33     |

| Acct Description | Description                                                              |          |          |                         |          |          |
|------------------|--------------------------------------------------------------------------|----------|----------|-------------------------|----------|----------|
|                  | Item                                                                     | Quantity | Rate     | Supply Type             | Type     | Total    |
|                  | NewPath Learning Math Curriculum Mastery Take Home Game Edition, Grade 5 | 1        | \$376.99 | Instructional Materials | Original | \$376.99 |
|                  | Folders (yellow)                                                         | 3        | \$12.99  | General Supplies        | Original | \$38.97  |
|                  | Marker                                                                   | 50       | \$2.63   | General Supplies        | Original | \$131.50 |
|                  | Math manipulatives - Cubes K-2                                           | 30       | \$15.73  | Manipulatives           | Original | \$471.90 |
|                  |                                                                          |          |          |                         |          |          |

# Mission Statement

## 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

| Name                    | Title                        |
|-------------------------|------------------------------|
| Kim Thomasson           | Principal                    |
| Geraldine Varon         | Assistant Principal          |
| Dora Lopez              | Magnet Coordinator           |
| Shaquoia Smith          | Learning Team Facilitator    |
| Michelle Riker          | Guidance Counselor           |
| Denelda Ascheman        | K-6 Reading Coach            |
| Jessica Michno Paniagua | Math Coach / SAC Secretary   |
| Eddie L. Rhodes         | Community Member             |
| Linda Santiago          | Community Member             |
| Veremis Cervantes       | Parent/ Staff Representative |
| Juana Leon              | Parent                       |
| Paisley Mosley          | Student                      |
| Olrick Bethel           | TOSA / Teacher SAC Chair     |
| Linda Santiago          | Parent                       |
| Francisca Hernandez     | Parent                       |
| Pierreo Dorcius         | Parent                       |
| Abel Sanchez            | Parent                       |

| Name          | Title   |
|---------------|---------|
| Garpar Garcia | Parent  |
| Damien Vital  | Student |
| Gleury Santos | 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 on February 23rd, 2026 and March 2nd, 2026 at the Stakeholder meeting. 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 at the Staff Meetings February 26th and Virtually February 23 through March 1st. Ms. Thomasson (Principal), Mrs. Varon (Assistant Principal) Mrs. Ascheman (Literacy Coach), Mrs. Lopez (Magnet Coordinator), Ms. Shaquoia Smith (Learning Team Facilitator) , Dr. Riker (Guidance Counselor), Mrs. Paniagua ( Math Coach/SAC Secretary), and Olick Bethel (TOSA/SAC Chair) 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 February 12th, 2026, February 26th, 2026, and March 3rd, 2026. The CNA process was reviewed as well as school data during Staff Meetings held on February 26th at 2:45 pm and Virtually February 23 through March 1st. During the Staff Meetings, the teachers did data dives into academics, culture and climate, and brainstormed ways to reach shared goals and increase parent involvement. On March 3rd, 2026 the Leadership team reviewed the data collected during staff feedback sessions. The Stakeholder presentation was created. On February 23rd, 2026 7:15 am- 8:00 am and March 2nd, 2026 1:00 pm - 2:00 pm 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 6th, 2026 all feedback was consolidated into the Comprehensive Needs Assessment launcher. The input collected during SY26 leadership meetings, February Staff Meeting, 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 Staff Meetings 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 FY27 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

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

The Title I Annual Meeting will be held on Wednesday Aug 26, 2026 at 6:00 at Gove Elementary School in the classrooms.

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

Parents, teachers, and community members will be notified through Class Dojo, Flyers, and ParentLink.

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

\*Agenda including date, time, and topics of discussion \*Google Slide Presentation \*Sign in Sheets \*Evaluations

## Staff Trainings

### 1. Staff Training for Parent and Family Engagement #1

- Name of Training

The Resource Roundup: Everything You Need for Conference Season

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

Literacy Link: Reading Logs & Deep-Thinking Prompts – Beyond tracking minutes, these curated "question stems" help transform reading time into a deep conversation about story and character. Math Visual Guides: Bridges to Learning – Simple, one-page snapshots of the strategies your child is using in class to master addition, subtraction, and multiplication. The Emotional Toolkit: SEL Support – Practical tools, including a "Feelings Wheel" and visual calming strategies, to help your child navigate and communicate their emotions effectively. Meaningful Connections: Conversation Starters – A guide to asking the right questions that move beyond "How was school?" to truly open the lines of communication. Community Connections – Essential information for local library programs, food and clothing assistance, and mental health resources to support your family's well-being.

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

Confidence, Consistency, and Connection. \*Reduces parental frustration and increases "at-home" learning time. \*Improves student regulation and builds a shared "emotional vocabulary." \*Shifts family dynamics from "checking in" to "connecting deeply." \*Establishes the school as a trusted, holistic community hub.

- What will teachers submit as evidence of implementation?

Teacher/Parent Conference Notes.

- Month of Training

September

- Responsible Person(s)

Dr. Riker, Jessica Paniagua, Shaquoia Smith

### 3. Staff Training for Parent and Family Engagement #2

- Name of Training

Closing the Loop: Making School Data Meaningful for Families

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

Training Teachers on the "Parent View" of the SIS - Live Demonstration: During training, project the parent portal interface—not the teacher view.  
Training Teachers to Interpret State Test Score - explain the difference between where a student is (Achievement) and how far they've come (Growth)  
Communication Strategies for Teachers - How a teacher delivers this information is just as important as the data itself.

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

Building Relational Trust and Creating a Common Language - Parent feels empowered when they understand

- What will teachers submit as evidence of implementation?

Teacher/Parent Conference Notes.

- Month of Training

October

- Responsible Person(s)

Kim Thomasson and Shaquoia Smith

## Parent Trainings

### 1. Parent and Family Capacity Building Training #1

- Name of Training

Clear Results, Bright Futures: A Parent's Guide to Student Portals (SIS) State Testing

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

Data Night training for parents to engage families in their child's education by demystifying assessment data and promoting partnership between school and home. \*Understand what assessments (PM, iStation, Imagine Learning, i-Ready) measure. \*Interpret their child's data reports. \*Learn how to support academic skills at home based on data.

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

Provide parents with their child's data. Have parents find students percentile and set goals for their child. \*Labeled score report - Explain the score, the percentile rank, and the levels \*Adaptive Testing - Explain that if a child gets a question right, the next one gets harder. If they get it wrong, it gets easier \*Testing Day Logistics & Wellness - Testing dates and accommodations information \*FAQ: Does this determine if my child passes the grade? Can my child study for this? How often will we see these results?

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

Resources on how to support reading/math at home (learning apps or websites), questions to ask teachers during conferences

- Date of Training

September

- Responsible Person(s)

Shaquoia Smith, Jessica Paniagua, and Olrick Bethel

- Resources and Materials

\*Personalized folders with student's data \*Parent resources: Parent guide (data glossary), learning apps, and websites \*Flyer/Invitation (multilingual)  
\*Agenda including date, time, and topics of discussion \*Google Slide Presentation (with visuals of reports, sample questions)

- Amount (e.g. \$10.00)

0

### 3. Parent and Family Capacity Building Training #2

- Name of Training

Building Bridges: Connecting English and Spanish Skills

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

To equip parents with strategies to help their children use their knowledge of Spanish to support English learning and vice versa, promoting bilingual literacy

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

\*Understand how language skills in one language can support the other. \*Learn practical strategies for reinforcing literacy skills at home. \*Gain confidence in supporting their child's bilingual development.

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

When parents understand how English and Spanish skills support each other, they can intentionally reinforce phonics, vocabulary, and grammar in both languages at home. This leads to stronger overall language development, which is directly linked to reading comprehension and writing proficiency in both languages. A stronger home-school connection ensures that learning is consistent and reinforced in both environments, which improves academic consistency and outcomes.

- Date of Training

October

- Responsible Person(s)

Carrasco and Castilla

- Resources and Materials

\*Apps for phonics and vocabulary \*Recommended YouTube videos (songs, phonics in both languages) \*List of high-frequency cognates  
\*Flyer/Invitation (multilingual) \*Agenda including date, time, and topics of discussion \*Google Slide Presentation (with visuals of reports, sample questions) \*Sign in Sheets \*Evaluations

- Amount (e.g. \$10.00)

0

## 5. Parent and Family Capacity Building Training #3

- Name of Training

"Together we Thrive", Community resources to better support families Parent Training

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

Migrant, Local Library, Community Based Counseling

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

Local Libraries: Partner to host multilingual parenting workshops. Create resource corners with parenting books, flyers, and information in multiple languages. Community-Based Counseling: Collaborate with counseling centers to provide culturally competent services. Migrant Organizations: Involve them in planning and outreach to ensure cultural relevance.

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

Support Gove Elementary family members in our community by offering them information of local based resources.

- Date of Training

October

- Responsible Person(s)

Claudia Gutierrez and Dr. Michelle Riker

- Resources and Materials

\*Flyer/Invitation (multilingual) \*Agenda including date, time, and topics of discussion \*Google Slide Presentation (with visuals of reports, sample questions) \*Sign in Sheets \*Evaluations

- Amount (e.g. \$10.00)

0

# Coordination and Integration

## 1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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

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 from 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 and Title I Annual Meeting will be in person in the evening to allow for parents to participate after work. In addition, the 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 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

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 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

### 1. Activity #1

#### Activity #1

- Activity #1

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 2. Activity #2

### Activity #2

- Activity #2

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## 3. Activity #3

### Activity #3

- Activity #3

This school has chosen to be exempt from this area.

- Name of Activity

This school has chosen to be exempt from this area.

- Brief Description

This school has chosen to be exempt from this area.

## Building Non-Academic Skills

## 1. Building Students' Non-Academic Skills

Gove is committed to building students' non-academic skills which ultimately support their academic growth. Every classroom prominently displays its rules and implements a targeted behavior management plan. This daily framework supports student accountability, fosters intrinsic motivation, and maintains high levels of engagement during instructional activities. School-wide positive behavior universal guidelines to be Caring, Accountable, Trustworthy, and Safe- "CATS" are evident throughout the school. Positive praise and "PAWSome SIS Points" are used to reinforce behaviors. Pawsome SIS Points 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. Teachers fill out the SIS Digital Rewards Incentives Request Form to redeem points and student earn prizes by demonstrating "CATS" behavior (Caring, Accountable, Trustworthy, and Safe). 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

## 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 2318), 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 Child Study (CTS) 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 SAAVAS and iReady 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: -Soluciones -Estrellita -UFLI -Small Group instruction using the guided reading model -Small Group instruction using the shared reading model -iStation teacher directed lessons -Voyager Passport -SPIRE - Sound Sensible 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 use district approved Evidence-Based Systems, Programs and Strategies 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

## 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) SEL (Skills for Life and Learning), 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), FastBridge, AMIRA, 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 Dance Club, Lego Club, Butterfly Garden Club, Math Club, Spelling Bee Club, Spanish Honor Society, and Student Council.

## Post-Secondary Opportunities and Workforce Readiness

### 1. Post-Secondary Opportunities and Workforce Readiness

Students at Gove Elementary School 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 5th and 6th.

# Transition From Early Childhood to Elementary School

## 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 Kick Off 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 on 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 Learning

## 1. Professional Learning

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 coach/resource teacher 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

## 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.