The School District of Palm Beach County

Gove Elementary School

2017-18 Schoolwide Improvement Plan

Gove Elementary School

900 SE AVENUE G, Belle Glade, FL 33430

https://goves.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	98%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	C

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

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

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Gove Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Gove Elementary is committed to providing an academic, cultural and social foundation in a dual language environment. Our goal is to prepare students to successfully participate as bi-literate members in a democratic and international society as confident, self-directed, lifelong learners.

b. Provide the school's vision statement.

The vision of Gove Elementary is to be recognized for the high performance of its students and as a model for dual language education.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Upon registration, ethnic groups are identified. Once identified, results are used to provide appropriate communication between family and school. This enables the school to better meet the individual needs of the students and families. Our Family Center assists families with available community resources. We host an annual multicultural celebration to highlight the contribution of various ethnic and cultural groups. Conferences are held throughout the year between parents and teachers. In addition, professional development is provided to teachers to assist them in understanding the diverse population they serve. The school begins with inviting parents and students to a Teacher Meet and Greet morning before the start of the academic school year. Teachers meet their students and parents to begin building a relationship with them. In addition, an Open House is held for parents and students to explore their child's classroom.During the summer, the school's media center was open 4 days a week for students to exchange summer slide books in order to maintain and or increase reading proficiency levels and students were able to check out books once a week .
Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals

• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

The school sends home letters and a Parent Link call is made to inform parents of arrival, dismissal and first week procedures. Arrival and dismissal procedures are explained to the parents regarding parent pick up, bus, walkers, and bike riders. Supervising personnel monitors arrival and dismissal times each day. A safety committee meets monthly to address any safety concerns on campus. Students are walked to all locations during all transitional times throughout the day.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as B.A.G. bucks. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the "context" of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include

•Provide professional development on social-emotional learning and its relationship to creating a positive, caring and supportive school community.
•Develop and implement a differentiated system of school counseling services.
•Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
•Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;
•Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and

technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

Our school will infuse the content required by Florida Statutes, Section 1003.4205, as applicable to appropriate situations, including but not limited to Disability Awareness.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

School wide grade level assemblies are held to inform students of our School Wide Positive Behavior Intervention System (SWPBIS) rules and incentives for appropriate and excellent behavior.
The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.
Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as PAWS. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Two guidance counselors are on staff to meet the social and academic needs of our students. We also have a mentoring program to assist at-risk students. Outside agencies are available to support the guidance program at Gove Elementary. The Palm Beach County Health Care District provides us with nurse(s) to meet the health care needs of our students. Additional training is provided for teachers to meet the health needs of our exceptional students.
Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our guidance counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps. Brainstorm with faculty members methods we will use 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.
(Strategic Initiative #2: Embed cultural competence, equity and access within instructional practices)

3. Early Warning Systems

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Utilize existing data systems to identify students who have attendance, behavioral or academic concerns such as truancy, tardiness, referrals, behavior and a drop in academic performance.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	37	24	19	23	22	15	12	0	0	0	0	0	0	152
One or more suspensions	0	0	0	9	3	5	6	0	0	0	0	0	0	23
Course failure in ELA or Math	38	71	59	81	73	66	10	0	0	0	0	0	0	398
Level 1 on statewide assessment	0	0	0	57	48	59	35	0	0	0	0	0	0	199

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	17	13	10	61	51	56	16	0	0	0	0	0	0	224

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

• Effective multi-disciplinary teams in place to problem solve and create action plans;
• Immediate Intensive Intervention (iii), Response to Intervention (Supplemental and Intensive), Supplemental Academic Instruction (SAI), I -Ready, iStation, Tutorials, Leveled Literacy Intervention (LLI), word study, Fundations
• Planned Discussions, Goal Setting for identified student;
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

B. Family and Community Engagement

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

1. PFEP Link

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

2. Description

1. Increase the participation of upper grade parents in school related activities.
2. Provide for child care by seeking funding or by recruiting faculty members to volunteer for this task so that more parents can attend school functions.
3. Continue with flexible meeting times to accommodate all parents.
4. Increase the overall participation of parents by 5% for FY14.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

The school administrator assigns a volunteer and business partnership coordinator for the purpose of recruiting community involvement. The coordinator and administrator completes a needs assessment of the school in order to determine how resources can best be matched. Volunteers and business partners are provided with an orientation to explain the Volunteers in Public Schools (VIPS) Program, At the end of the year, Gove hosts an annual breakfast to recognize the commitment of volunteers and business partners. Certificates are awarded to all participants. They are also recognized in the school newsletter, community newspaper and nominated for district awards.

Volunteers and business partnerships are beneficial to the success of our school by mentoring, supporting, and tutoring low performing students. In addition, business partners provide financial support to enrich the educational and cultural opportunities of our students.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Thomasson, Kim	Principal
Lopez, Dora	Other
Ascheman, Denelda	Instructional Coach
Donovan, Kelly	Instructional Coach
Gutierrez, Claudia	Other
Riker, Michelle	School Counselor
Thompson, Julie	Other
Michno, Jessica	Instructional Coach
Groover, Ana	Assistant Principal

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The principal provides a common vision and uses a data based decision making process to ensure a sound academic program is in place. The assistant principal oversees assessments, curriculum and discipline to ensure that the school's vision is achieved.

Our single school culture coordinator, reading,math and dual language coaches/resource teachers support classroom teachers by modeling lessons, team teaching, analyzing data and providing professional development through individual conferences and small groups. In addition, coaches/ resource teachers meet with small student groups to provide intensive interventions and weekly progress monitoring. They also provide technological support for online instruction and professional development.

Two guidance counselors provide our students with group and individual counseling, as well as crisis counseling in two languages (English and Spanish). They consult with teachers and parents to address student needs. Families are referred to community resources when necessary. As School Based Team Leaders, they assign and monitor the Multi-Tiered System of Support (MTSS) Program.

The Magnet coordinator markets the school for the purpose of recruiting students from diverse backgrounds. The coordinator promotes the Dual Language program and works with parents to ensure student success.

The ELL coordinator identifies English Language Learners, monitors their acquisition of the English language and ensures accommodations are being provided. The coordinator meets with teachers and parents to discuss their child's progress and academic needs.

The ESE coordinator monitors placement of students with special needs, schedules parent/teacher meetings, and ensures accommodations are being provided.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school-based RtI Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Coordinator, ELL Coordinator, School Psychologist, Classroom Teacher, Reading Coach, Math Coach, Guidance Counselors, Speech/Language Pathologist, and School Nurse.

The Principal provides a common vision for the use of data-based decision-making to ensure:

• a sound, effective academic program is in place
• a process to address and monitor subsequent needs is created
• the School Based Team (SBT) implements RtI processes
• assessment of RtI skills of school staff is conducted
• fidelity of implementation of intervention support is documented
• professional development to support RtI implementation is provided
• effective communication with parents regarding school-based RtI plans and activities occurs

Title I, Part A
Services are provided to ensure students requiring additional remediation are assisted through after-school programs and resource teachers. Student and teacher support is also provided through the partial funding of reading and math coaches/resource teachers. Families are provided resources and academic training through APTT.

Title I, Part C- Migrant
District Migrant Liaison provides services and support to students and parents. The liaison

coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D
District receives funds to support the Educational Alternative Outreach program. Services are coordinated with District Drop-out Prevention programs.

Title II
District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students. Additionally new instructional software will enhance literacy and math skills of struggling students.

Title III
Services are provided by the District for educational materials to improve the education of immigrant and English Language Learners.

Title X- Homeless
District provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI)
SAI funds are used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include second and third grade students working below grade level and retained third grade students. The Leveled Literacy Intervention Program is the resource used during SAI.

Violence Prevention Programs
District-wide implementation of Single School Culture and cultural awareness and sensitivity training is provided. Our school recognizes Hispanic Heritage and Black History Month by honoring the contributions of both ethnic groups.

Nutrition Programs
Gove Elementary participates in a federal grant program from the USDA Food and Nutrition Service that provides a fresh fruit or vegetable snack three times a week to each student. We also are part of the supper program that provides a full meal to students in our tutorial programs.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kim Thomasson	Principal
Eddie Rhodes	Business/Community
Lester Finney	Parent
Maxine Martin	Parent
Carolina Garcia	Parent
Gracie Gonzales	Teacher
Illianna Amequita	Education Support Employee
Janice Morrow	Teacher
Julie Thompson	Teacher
Linda Santiago	Parent
Marjorie Tidor	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

At the beginning of the school year, the SAC received a presentation from the assistant principal outlining the school data from FY16 that determined the school grade. In addition, the principal and assistant prinicipal explained the areas of focus for the FY17 in order to meet academic goals. On a monthly basis, SAC reviews the SIP for the purpose of monitoring and revising the plan when necessary.

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

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

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Last year, the school improvement funds were allocated as followed:
-Conference for Math and Science: $402.75
-Spanish Spelling Bee-$339.00
-Tuning of Musical Instruments for Instruction-$250.00
-Language Competition-$425.00
-Transportation to Boca Museum-$400.00
-District Dual Language Conference-$$376.00
-Spanish Honor Society-$220.00
-Dual Language Competition-$495.00

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Donovan, Kelly	Instructional Coach
Ascheman, Denelda	Instructional Coach
Michno, Jessica	Instructional Coach
Thompson, Julie	Administrative Support
Thomasson, Kim	Principal
Groover, Ana	Assistant Principal

b. Duties

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

Our school's major initiative is to build a community of readers, both at school and at home. This is done primarily through the Reading Counts incentive program and daily monitoring of students' reading logs. The team will also ensure that the district literacy initiative continues to be implemented with fidelity. In addition, the team will monitor the implementation of explicit vocabulary instruction in both English and Spanish across all grade levels.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Various strategies are being used to encourage positive working relationships between teachers. These include mentoring programs for new teachers to our school, potluck luncheons, and the Sunshine Hospitality Committee. Collaborative planning and instruction are promoted through Leadership Team meetings, Grade Chairs' meetings, and PLCs.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Our school monitors the qualifications of the staff in order to stay in compliance with federal legislation. New teachers are mentored by grade chairs, coaches and administrative staff. Professional development and support is provided to help new teachers meet their respective goals. Teachers are recruited through various job fairs. In addition, the school district provides a monetary supplement as an incentive to retain highly qualified teachers in the Glades area. Club sponsor opportunities provide additional pay.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Gove elementary provides opportunities for teachers to collaborate and unpack the the Florida Standards. The scales and learning goals help to plan reading and writing curriculum that aligns to the the standards. This supports a deeper level of comprehension. With the learning opportunities and conversations among the staff, this promotes dialogue that can dispel misunderstandings as well promote opportunities for growth in instructional practice, curriculum, and the standards.

Gove is currently using iReady and iStation which provides rigorous, on grade level instruction and practice which are aligned to the standards. Reading Plus in grade 6 which is a comprehensive reading intervention program will be used to bring students up to grade level. bring them up to grade level.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day
Minutes added to school year: 1,080

During EDR, teachers work with small groups using LLI or have students use i Ready. Teacher also work with small instructional groups.

Strategy Rationale

Based on last year's Florida Standards Assessment and present academic data.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Groover, Ana, ana.groover@palmbeachschools.org

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

The data is collected through fall and winter diagnostic tests, reading running records, i-Ready, Rti, iii, and LLI. Data is reviewed at weekly Learning Team Meetings to ensure progress and adjust instructional goals.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Gove Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

In addition, at Gove Elementary, several steps are taken to assist preschool children transition from early childhood programs to Kindergarten. Parents are invited to attend a Fall Magnet Open House. Notification of the meeting and applications are shared with pre-schools in the area. Pre-school students and their parents, along with pre-school teachers, are also invited to our school for a tour of the facilities. An orientation is provided for parents and local pre-school teachers to gain an understanding of student expectations and academic standards at the Kindergarten level. In addition, in the spring of each year, a Kindergarten Round-Up is held. During this event, a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education) is distributed.

As students register during the summer, a needs assessment is conducted within the first few weeks of school for every student entering Kindergarten. Teachers assess student readiness through the District K-4 Literacy Assessment System and Florida Kindergarten Readiness Screening (Work

Sampling System). These assessments allow teachers to address the class and individual student academic needs when planning instruction. The classroom teacher, with the support of a reading coach, interprets data and implements strategies to support the individual needs of students.

An assembly is provided for our 5th and 6th grade students to orient them to middle school options. Counselors meet with students to assist in decision making and transitional needs. During the Magnet Open House, middle schools are invited to present an overview of available programs to parents.

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

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

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

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

🔍 G094827

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Grade 3	53.0
FSA ELA Achievement	32.0
FSA ELA Achievement - Grade 3	30.0

Targeted Barriers to Achieving the Goal 3

- Teacher understanding of the requirements of ELA standards.

- Teacher planning and development of rigorous core instruction in ELA.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Common Core Companion Manuals

- Professional Development on use of Standards Tracker.

- Literacy Coaches

- Additional planning time, Professional Learning Communities

Plan to Monitor Progress Toward G1. 8

FSQ, iReady, District Diagnostics, i Station, Literacy Assessment Data, LLI data, Formative Assessments, Progress Monitoring Logs, Palm Beach Performance Assessment

Person Responsible
Ana Groover

Schedule
Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion
Progress monitoring charts

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   S123456 = Quick Key

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

🔍 G094827

G1.B1 Teacher understanding of the requirements of ELA standards. [2]

🔍 B255046

G1.B1.S1 Deepen instructional staffs knowledge of the English Language Arts standards and differentiating instruction through a variety of professional learning opportunities; PLCs, PDD, Coaching. [4]

🔍 S269479

Strategy Rationale

Professional learning opportunities will deepen the teachers knowledge of the rigorous requirements of the ELA standards.

Action Step 1 [5]

ELA Common Core Companions provided to each teacher.

Person Responsible

Denelda Ascheman

Schedule

On 9/1/2017

Evidence of Completion

Destiny Records

Action Step 2 [5]

Provide professional development for use of the companion.

Person Responsible

Julie Thompson

Schedule

On 9/8/2017

Evidence of Completion

Agenda, sign in

Action Step 3 `5`

Instructional coaches will support teachers with using the companion during PLCs.

Person Responsible

Julie Thompson

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

Lesson Plans, PLC agendas, PLC notes, PLC sign in

Action Step 4 `5`

Provide teachers with feedback and coaching after classroom observations to support teachers in their professional growth in delivering effective instruction.

Person Responsible

Kim Thomasson

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

Lesson observations instrument, tracking classroom visits

Action Step 5 `5`

Empower teacher-leaders for each grade level to expand the range of instructional leadership roles school-wide.

Person Responsible

Kim Thomasson

Schedule

Biweekly, from 8/21/2017 to 6/1/2018

Evidence of Completion

Teacher leaders participation in leadership team meetings, serving as committee members and chairs, serving as mentors to other teachers

Action Step 6 5

Conduct data chats with teachers to conduct an analysis of pupil progression.

Person Responsible

Kim Thomasson

Schedule

Every 2 Months, from 9/11/2017 to 6/1/2018

Evidence of Completion

Data chat schedule, data chat notes, teacher next steps

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

Instructional coaching staff will be present at PLC meetings to support teachers in unpacking the standards.

Person Responsible

Julie Thompson

Schedule

Biweekly, from 8/22/2017 to 6/1/2018

Evidence of Completion

PLC sign in sheets, Lesson plans, Coaches Support logs

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

Instructional coaches will observe standards based lessons in classrooms and provide feedback.

Person Responsible

Kim Thomasson

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

Lesson observation forms, coaches schedules, classroom visit tracker

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

Weekly review of lead measure data with leadership team.

Person Responsible

Julie Thompson

Schedule

Weekly, from 9/5/2017 to 6/1/2018

Evidence of Completion

classroom visit tracking chart, formative assessment data

G1.B2 Teacher planning and development of rigorous core instruction in ELA. 2

🔑 B255047

G1.B2.S1 Deepen instructional staff's understanding of the pillars of effective instruction through a variety of professional learning opportunities: PLCs, PDD, Coaching. 4

🔑 S269480

Strategy Rationale

Build a learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students engagement.

Action Step 1 5

Survey instructional staff to determine professional development needs.

Person Responsible

Kim Thomasson

Schedule

On 6/5/2017

Evidence of Completion

survey results

Action Step 2 5

Develop professional learning opportunities focused on standards based instruction and engaging students.

Person Responsible

Kim Thomasson

Schedule

On 8/4/2017

Evidence of Completion

sign in sheets, agendas

Action Step 3 `5`

Instructional coaches will model, co-teach, and support teachers in delivering standards based lessons.

Person Responsible

Denelda Ascheman

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

coaches schedules

Action Step 4 `5`

Instructional coaches will model, co-teach, and support teachers in implementing strategies to increase student engagement.

Person Responsible

Kelly Donovan

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

coaches schedules

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

Classroom walkthroughs and instructional rounds

Person Responsible

Kim Thomasson

Schedule

Daily, from 9/5/2017 to 6/1/2018

Evidence of Completion

Look for document

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Instructional coaches biweekly meeting to review PLC content and results of classroom visits.

Person Responsible

Julie Thompson

Schedule

Biweekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Meeting notes, classroom visit tracker, next step recommendation, future implementation

G1.B2.S2 (UniSIG)The District will provide complexity pay for teachers as a school recruitment and retention strategy at the UNISIG schools. 4

🔑 S269481

Strategy Rationale

Complexity pay will help attract highly qualified teachers, lessen the teacher turnover rate, and help maintain a supportive and stable school environment at the UNISIG schools.

Action Step 1 5

The Division of Human Resources and Department of Labor Relations will facilitate the completion of a Memorandum of Understanding (MOU) with the Classroom Teacher Association (CTA).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Signed Memorandum of Understanding

Action Step 2 5

Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will receive complexity pay as per the Memorandum of Understanding (MOU).

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 9/22/2017 to 6/30/2018

Evidence of Completion

Payroll summary reports

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Review payroll summary reports to ensure the MOU has been implemented

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 1/8/2018 to 7/31/2018

Evidence of Completion

Payroll progress as shared with Executive Cabinet

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Compare historic and current teacher retention data at the project schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Triannually, from 8/1/2017 to 7/31/2018

Evidence of Completion

Teacher vacancy and retention data as evidenced by Principal Dashboard.

G1.B2.S3 (UniSIG) Provide small group instructional supports for high-needs learners to assist them in becoming successful, independent learners. 4

🔍 S269482

Strategy Rationale

The use of Academic Tutors who co-plan and co-teach with the primary classroom teacher in the classroom has been documented in The School District of Palm Beach County as the primary contributing factor for Wynnebrook Elementary School's unbroken record of a consecutive school grades of A since 2003 despite its designation as a Title I school with 93% FRL. The model was implemented last year at Washington Elementary Magnet School, a Title I school with 96% FRL. The school improved its school grade from an F in 2016 to a B in 2017. Academic Tutors may come from the communities of the schools they serve further reinforcing positive school culture and support.

Action Step 1 5

The District will support schools in the selection and hiring of Academic Success Tutors at the UniSIG schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

On 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, lists of personnel hired

Action Step 2 5

Academic Success Tutors support high-needs learners in small groups to ensure their needs are being met.

Person Responsible

Kim Thomasson

Schedule

Daily, from 10/2/2017 to 7/31/2018

Evidence of Completion

School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

The School District Department of Human Resources will ensure all diligence has been taken to hire Academic Tutors for the identified schools.

Person Responsible

Gonzalo, Chief of Human Resources LaCava

Schedule

Semiannually, from 10/2/2017 to 7/31/2018

Evidence of Completion

Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Conduct school visits to monitor use of Academic Tutors

Person Responsible

. Regional Superintendent

Schedule

Monthly, from 10/2/2017 to 7/31/2018

Evidence of Completion

Schedule of school visits

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in the classroom.

Person Responsible

. Regional Superintendent

Schedule

Semiannually, from 9/22/2017 to 7/27/2018

Evidence of Completion

Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.B2.S1.A1 A359920	Survey instructional staff to determine professional development needs.	Thomasson, Kim	5/22/2017	survey results	6/5/2017 one-time
G1.B2.S1.A2 A359921	Develop professional learning opportunities focused on standards based instruction and engaging...	Thomasson, Kim	6/5/2017	sign in sheets, agendas	8/4/2017 one-time
G1.B1.S1.A1 A359914	ELA Common Core Companions provided to each teacher.	Ascheman, Denelda	8/29/2017	Destiny Records	9/1/2017 one-time
G1.B1.S1.A2 A359915	Provide professional development for use of the companion.	Thompson, Julie	8/28/2017	Agenda, sign in	9/8/2017 one-time
G1.MA1 M384590	FSQ, iReady, District Diagnostics, i Station, Literacy Assessment Data, LLI data, Formative...	Groover, Ana	8/14/2017	Progress monitoring charts	6/1/2018 monthly
G1.B1.S1.MA1 M384580	Weekly review of lead measure data with leadership team.	Thompson, Julie	9/5/2017	classroom visit tracking chart, formative assessment data	6/1/2018 weekly
G1.B1.S1.MA1 M384581	Instructional coaching staff will be present at PLC meetings to support teachers in unpacking the...	Thompson, Julie	8/22/2017	PLC sign in sheets, Lesson plans, Coaches Support logs	6/1/2018 biweekly
G1.B1.S1.MA2 M384582	Instructional coaches will observe standards based lessons in classrooms and provide feedback.	Thomasson, Kim	9/5/2017	Lesson observation forms, coaches schedules, classroom visit tracker	6/1/2018 daily
G1.B1.S1.A3 A359916	Instructional coaches will support teachers with using the companion during PLCs.	Thompson, Julie	9/5/2017	Lesson Plans, PLC agendas, PLC notes, PLC sign in	6/1/2018 biweekly
G1.B1.S1.A4 A359917	Provide teachers with feedback and coaching after classroom observations to support teachers in...	Thomasson, Kim	9/5/2017	Lesson observations instrument, tracking classroom visits	6/1/2018 daily
G1.B1.S1.A5 A359918	Empower teacher-leaders for each grade level to expand the range of instructional leadership roles...	Thomasson, Kim	8/21/2017	Teacher leaders participation in leadership team meetings, serving as committee members and chairs, serving as mentors to other teachers	6/1/2018 biweekly
G1.B1.S1.A6 A359919	Conduct data chats with teachers to conduct an analysis of pupil progression.	Thomasson, Kim	9/11/2017	Data chat schedule, data chat notes, teacher next steps	6/1/2018 every-2-months
G1.B2.S1.MA1 M384583	Instructional coaches biweekly meeting to review PLC content and results of classroom visits.	Thompson, Julie	9/1/2017	Meeting notes, classroom visit tracker, next step recommendation, future implementation	6/1/2018 biweekly
G1.B2.S1.MA1 M384584	Classroom walkthroughs and instructional rounds	Thomasson, Kim	9/5/2017	Look for document	6/1/2018 daily
G1.B2.S1.A3 A359922	Instructional coaches will model, co-teach, and support teachers in delivering standards based...	Ascheman, Denelda	9/5/2017	coaches schedules	6/1/2018 daily
G1.B2.S1.A4 A359923	Instructional coaches will model, co-teach, and support teachers in implementing strategies to...	Donovan, Kelly	9/5/2017	coaches schedules	6/1/2018 daily
G1.B2.S2.A2 A359925	Teachers who are actively on-duty and assigned to budgeted positions at the UNISIG schools will...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Payroll summary reports	6/30/2018 semiannually
G1.B2.S3.MA1 M384587	Instructional Reviews will be conducted to monitor effectiveness of the use of Academic Tutors in...	Regional Superintendent, .	9/22/2017	Instructional Review Schedule, Achievement and Demographic data reflected on the Principal and Principal Supervisor Dashboard	7/27/2018 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S2.MA1 M384585	Compare historic and current teacher retention data at the project schools.	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Teacher vacancy and retention data as evidenced by Principal Dashboard.	7/31/2018 triannually
G1.B2.S2.MA1 M384586	Review payroll summary reports to ensure the MOU has been implemented	LaCava, Gonzalo, Chief of Human Resources	1/8/2018	Payroll progress as shared with Executive Cabinet	7/31/2018 semiannually
G1.B2.S2.A1 A359924	The Division of Human Resources and Department of Labor Relations will facilitate the completion of...	LaCava, Gonzalo, Chief of Human Resources	8/1/2017	Signed Memorandum of Understanding	7/31/2018 one-time
G1.B2.S3.MA1 M384588	The School District Department of Human Resources will ensure all diligence has been taken to hire...	LaCava, Gonzalo, Chief of Human Resources	10/2/2017	Marketing of positions, interview schedules, list of personnel hired, summary reports provided to Executive Cabinet	7/31/2018 semiannually
G1.B2.S3.MA2 M384589	Conduct school visits to monitor use of Academic Tutors	Regional Superintendent, .	10/2/2017	Schedule of school visits	7/31/2018 monthly
G1.B2.S3.A1 A359926	The District will support schools in the selection and hiring of Academic Success Tutors at the...	LaCava, Gonzalo, Chief of Human Resources	9/22/2017	Marketing of positions, interview schedules, lists of personnel hired	7/31/2018 one-time
G1.B2.S3.A2 A359927	Academic Success Tutors support high-needs learners in small groups to ensure their needs are being...	Thomasson, Kim	10/2/2017	School master schedule including academic tutor support schedule, teacher planning documents, classroom walk-through data and iObservations	7/31/2018 daily

V. Professional Development Opportunities

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

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

G1.B1 Teacher understanding of the requirements of ELA standards.

G1.B1.S1 Deepen instructional staffs knowledge of the English Language Arts standards and differentiating instruction through a variety of professional learning opportunities; PLCs, PDD, Coaching.

PD Opportunity 1

Provide professional development for use of the companion.

Facilitator

Julie Thompson (SSCC)

Participants

Teachers

Schedule

On 9/8/2017

PD Opportunity 2

Instructional coaches will support teachers with using the companion during PLCs.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Biweekly, from 9/5/2017 to 6/1/2018

PD Opportunity 3

Provide teachers with feedback and coaching after classroom observations to support teachers in their professional growth in delivering effective instruction.

Facilitator

Administrators

Participants

Instructional Staff

Schedule

Daily, from 9/5/2017 to 6/1/2018