

The School District of Palm Beach County

Gove Elementary School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	D*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Silva, Maria	School Counselor
Carrasco, Anna	Instructional Coach

Duties

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

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

Our 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. The single school culture coordinator also serves as the School Based Team Leader. She implements and monitors the Multi-Tiered System of Support (MTSS) Program.

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.

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.

Early Warning Systems

Year 2017-18

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	29	27	19	18	19	18	18	0	0	0	0	0	0	148
One or more suspensions	0	3	0	0	0	2	0	0	0	0	0	0	0	5
Course failure in ELA or Math	0	0	0	0	0	0	9	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	46	45	40	39	0	0	0	0	0	0	170

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	9	12	12	47	49	36	12	0	0	0	0	0	0	177

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	36	37	0	0	0	0	0	0	0	0	73
Retained Students: Previous Year(s)	1	6	13	24	36	18	15	0	0	0	0	0	0	113

Date this data was collected

Monday 9/10/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

In 2018 both ELA and Math achievement were at 39%. Traditionally ELA has been lower performing than Math. The ELL and SWD subgroups have made large gains in the % proficient however they are still the lowest performing subgroups.

Which data component showed the greatest decline from prior year?

Reading low 25% declined overall by 3 points
ELLs in the low 25% in math declined 13 points and in ELA declined 9 points.
SWD in the low 25% in math declined 14 points and in ELA declines 2 points.

Which data component had the biggest gap when compared to the state average?

Math achievement gap between School and State is 23 points and between school and District is 26 points.
ELA achievement gap between School and State is 17 points and between school and District is 18 points.

Which data component showed the most improvement? Is this a trend?

Science achievement shows and 11 point gain from 2017 to 2018.

Describe the actions or changes that led to the improvement in this area.

Professional learning communities are in place and teachers are using standards based planning practices. In addition, science content has been integrated into English Language Arts Instruction. A STEAM class is also on the fine arts wheel for all students to participate in hands on science learning.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	57%	56%	27%	52%	52%
ELA Learning Gains	53%	61%	55%	47%	56%	52%
ELA Lowest 25th Percentile	45%	56%	48%	45%	51%	46%
Math Achievement	39%	65%	62%	32%	61%	58%
Math Learning Gains	56%	63%	59%	36%	61%	58%
Math Lowest 25th Percentile	47%	53%	47%	26%	51%	46%
Science Achievement	45%	56%	55%	22%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	29 (37)	27 (24)	19 (19)	18 (23)	19 (22)	18 (15)	18 (12)	148 (152)
One or more suspensions	0 (0)	3 (0)	0 (0)	0 (9)	0 (3)	2 (5)	0 (6)	5 (23)
Course failure in ELA or Math	0 (38)	0 (71)	0 (59)	0 (81)	0 (73)	0 (66)	9 (10)	9 (398)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	46 (57)	45 (48)	40 (59)	39 (35)	170 (199)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	36%	56%	-20%	57%	-21%
	2017	30%	54%	-24%	58%	-28%
Same Grade Comparison		6%				
Cohort Comparison						
04	2018	29%	58%	-29%	56%	-27%
	2017	33%	57%	-24%	56%	-23%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2018	42%	59%	-17%	55%	-13%
	2017	22%	52%	-30%	53%	-31%
Same Grade Comparison		20%				
Cohort Comparison		9%				
06	2018	35%	53%	-18%	52%	-17%
	2017	33%	54%	-21%	52%	-19%
Same Grade Comparison		2%				
Cohort Comparison		13%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	35%	63%	-28%	62%	-27%
	2017	33%	62%	-29%	62%	-29%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	37%	63%	-26%	62%	-25%
	2017	35%	64%	-29%	64%	-29%
Same Grade Comparison		2%				
Cohort Comparison		4%				
05	2018	34%	66%	-32%	61%	-27%
	2017	26%	61%	-35%	57%	-31%
Same Grade Comparison		8%				
Cohort Comparison		-1%				
06	2018	40%	56%	-16%	52%	-12%
	2017	39%	55%	-16%	51%	-12%
Same Grade Comparison		1%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	42%	56%	-14%	55%	-13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	48	42	26	45	29	36				
ELL	26	48	43	29	41	36	38				
BLK	38	44	38	38	62	56	52				
HSP	39	55	46	40	52	43	39				
WHT	40			40							
FRL	38	53	45	39	55	47	45				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	6	41	44	21	45	43	4				
ELL	18	43	52	27	50	49	24				
BLK	32	44	38	28	35	25	20				
HSP	28	47	50	35	51	45	38				
FRL	28	45	48	34	47	42	33				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	If we deliver effective and relevant instruction to meet the needs of all students, within a single school cultural, honoring the multiculturalism of our students, then we will increase reading on grade level by 3rd Grade.
Rationale	<p>ELA has traditionally been the lowest performing area. In recent years we have increased from 19% to 29% to 36% proficient. Even with the focus of ELA mathematics and science scores have increased.</p> <p>This area of focus aligns with the District strategic Plan to increase reading on grade level to 75% by 2021</p>

Intended Outcome	Increase ELA proficiency in 3rd Grade from 36% to 40% proficient to be on target for meeting the Long Term Outcome of the Strategic Plan by 2021.
Point Person	Kim Thomasson (kim.thomasson@palmbeachschools.org)

Action Step

Description	<ol style="list-style-type: none"> 1. Develop a coaching structure, establish effective coaching practices and a common understanding of the role of instructional coaches. 2. Meet regularly with coaches to update progress of coaching cycle. 3. Coaches will guide discussion of student data during data chats per trimester. 4. Coaches will provide teachers with feedback and coaching after classroom observations to support teachers in their professional growth in delivering effective instruction. 5. Teachers and coaches collaboratively analyze data, plan for standards based instruction (Pillars of Effective Instruction) and share best practices during PLCs. 6. Academic tutors will provide additional support on targeted standards during small group instruction. 7. Students will engage in learning through small group instruction opportunities that support personalized instruction (Pillars of Effective Instruction) to include the infusion of content required by Florida Statute 1003.42 (2) and SB Policy 2.09 pertaining to Single School Culture.
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Person Responsible	Julie Thompson (julie.thompson@pambeachschools.org)
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Plan to Monitor Effectiveness

Description	<p>Coaching</p> <ol style="list-style-type: none"> 1. Collaborative Planning Logs 2. Notes from debriefing 3. Classroom walk through data. <p>PLC</p> <ol style="list-style-type: none"> 1. PLC Agenda / Sign in 2. PLC Agenda <p>Small Group Personalized Learning</p> <ol style="list-style-type: none"> 1. Classroom Walk through data 2. Lesson plans.
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Person Responsible	Ana Groover (ana.groover@palmbeachschools.org)
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Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

Each classroom uses C.H.A.M.P.s for daily behavior management which provides a structure for helping students be responsible, motivated, and engaged in instructional tasks.. School-wide positive behavior universal guidelines "CATS" are evident throughout the school. Positive praise and "PAWS" are used to reinforce behaviors. Students can use their "PAWS" for rewards and time in the game room. Teachers also use the Class DOJO app to reinforce positive behaviors and social emotional skills such as perseverance, positive attitude, helpfulness, etc. This app is also used to communicate students' daily behavior and social emotional progress. Teachers also implement "Morning Meeting" to build and reinforce social emotional skills and community via daily morning discussion. All students participate in Second Step curriculum on the Fine Arts Wheel. Classrooms are equipped with fidget boxes and calming corners. Each student has a lanyard with a problem solving and calming strategies card.

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 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. Faculty members determine methods to be used 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.

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.

An assembly is provided for our 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.

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 have a sharing table where students can leave and take items as needed.

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

Students at Gove Elementary School are given the opportunity to learn college and career readiness skills through the school-wide Advancement Via Individual Determination (AVID) program. Students learn skills such as organization, note-taking, and goal setting to help them be more successful at the elementary school level and learn skills that are a foundation for postsecondary success. Additionally, teachers post their college and banners from multiple colleges are displayed.

Part V: Budget

Total:	\$5,000.00
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