

The School District of Palm Beach County

Gove Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	15
Title I Requirements	19
Budget to Support Goals	21

Gove Elementary School

900 SE AVENUE G, Belle Glade, FL 33430

<https://goves.palmbeachschools.org>

Demographics

Principal: Kim Thomasson

Start Date for this Principal: 10/24/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (34%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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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	Job Duties and Responsibilities
Thomasson, Kim	Principal	The principal provides a common vision and uses a data based decision making process to ensure a sound academic program is in place.
Lopez, Dora	Other	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.
Ascheman, Denelda	Instructional Coach	Reading coach/resource teacher meets with small groups of student to provide intensive interventions and weekly progress monitoring. She also provide technological support for online instruction and professional development.
Gutierrez, Claudia	Other	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.
Riker, Michelle	School Counselor	The guidance counselor provide our students with group and individual counseling, as well as crisis counseling. She consults with teachers and parents to address student needs. Families are referred to community resources when necessary.
Michno, Jessica	Instructional Coach	Math coach/resource teacher meets with small groups of student to provide intensive interventions and weekly progress monitoring. She also provide technological support for online instruction and professional development.
Groover, Ana	Assistant Principal	The assistant principal oversees assessments, curriculum and discipline to ensure that the school's vision is achieved.
Carrasco, Anna	Instructional Coach	Dual Language coaches meet with Spanish teachers to plan instruction and interventions. She also provide technological support for online instruction and professional development.
Thompson, Julie	Other	Our single school culture coordinator analyzes data and provides professional development through individual conferences, PLCs and small groups. The single school culture coordinator also serves as the School

Name	Title	Job Duties and Responsibilities
		Based Team Leader. She implements and monitors the Multi-Tiered System of Support (MTSS) Program.
Morales, Rocio	School Counselor	The ESOL guidance counselors provide our students with group and individual counseling, as well as crisis counseling in two languages (English and Spanish). She consult with teachers and parents to address student needs. Families are referred to community resources when necessary.
Lee, Beverly	Other	The ESE Contact provides support and monitors services for Students with Disabilities (SWD). The coordinator meets with teachers and parents to discuss their child's progress and academic needs.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	106	103	111	132	80	97	79	0	0	0	0	0	0	708
Attendance below 90 percent	24	21	21	18	12	13	8	0	0	0	0	0	0	117
One or more suspensions	1	2	8	2	2	4	3	0	0	0	0	0	0	22
Course failure in ELA or Math	46	56	77	62	81	48	21	0	0	0	0	0	0	391
Level 1 on statewide assessment	0	0	0	50	42	56	25	0	0	0	0	0	0	173

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	11	16	19	43	42	39	18	0	0	0	0	0	0	188

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	4	25	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	1	3	0	0	0	0	0	0	0	0	4

FTE units allocated to school (total number of teacher units)

75

Date this data was collected or last updated

Friday 9/13/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	12	12	47	49	36	12	0	0	0	0	0	0	177

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	12	12	47	49	36	12	0	0	0	0	0	0	177

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	58%	57%	30%	53%	55%
ELA Learning Gains	51%	63%	58%	46%	59%	57%
ELA Lowest 25th Percentile	43%	56%	53%	48%	55%	52%
Math Achievement	43%	68%	63%	34%	62%	61%
Math Learning Gains	54%	68%	62%	47%	62%	61%
Math Lowest 25th Percentile	44%	59%	51%	42%	53%	51%
Science Achievement	38%	51%	53%	34%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	106 (0)	103 (0)	111 (0)	132 (0)	80 (0)	97 (0)	79 (0)	708 (0)
Attendance below 90 percent	24 (29)	21 (27)	21 (19)	18 (18)	12 (19)	13 (18)	8 (18)	117 (148)
One or more suspensions	1 (0)	2 (3)	8 (0)	2 (0)	2 (0)	4 (2)	3 (0)	22 (5)
Course failure in ELA or Math	46 (0)	56 (0)	77 (0)	62 (0)	81 (0)	48 (0)	21 (9)	391 (9)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	50 (46)	42 (45)	56 (40)	25 (39)	173 (170)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	31%	54%	-23%	58%	-27%
	2018	36%	56%	-20%	57%	-21%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	37%	62%	-25%	58%	-21%
	2018	29%	58%	-29%	56%	-27%
Same Grade Comparison		8%				
Cohort Comparison		1%				
05	2019	30%	59%	-29%	56%	-26%
	2018	42%	59%	-17%	55%	-13%
Same Grade Comparison		-12%				
Cohort Comparison		1%				
06	2019	45%	58%	-13%	54%	-9%
	2018	35%	53%	-18%	52%	-17%
Same Grade Comparison		10%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	36%	65%	-29%	62%	-26%
	2018	35%	63%	-28%	62%	-27%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	45%	67%	-22%	64%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	37%	63%	-26%	62%	-25%
Same Grade Comparison		8%				
Cohort Comparison		10%				
05	2019	33%	65%	-32%	60%	-27%
	2018	34%	66%	-32%	61%	-27%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
06	2019	48%	60%	-12%	55%	-7%
	2018	40%	56%	-16%	52%	-12%
Same Grade Comparison		8%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	33%	51%	-18%	53%	-20%
	2018	42%	56%	-14%	55%	-13%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	30	43	24	34	50	42	35				
ELL	30	44	35	35	47	44	21				
BLK	48	54	50	41	44	20	55				
HSP	35	49	42	41	55	51	32				
WHT	60			80							
FRL	38	50	44	42	52	44	36				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	59
Total Points Earned for the Federal Index	371
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	39
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

In 2019 Science achievement was 38%, this is a decrease from 2018 45%. However, Science in 2018 increased significantly over 2017. Traditionally ELA has been lower performing than other academic areas.

The ELL and SWD subgroups have continued to fluctuate in the percent proficient and continue to be the lowest performing subgroups. A contributing factor was the use of the new science materials which were unfamiliar to the teachers.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science achievement showed the greatest decline from last year. A contributing factor was the use of the new science materials which were unfamiliar to the teachers. However, this is not a consistently low area.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math achievement gap between School and State is 20 points and between school and District is 25 points. ELA achievement gap between School and State is 18 points and between school and District is 19 points. The contributing factors in math include materials provided by the District lacked alignment to the standards and Test Item Specifications. In ELA, contributing factors include teachers new to their grade levels and unfamiliar with both the standards and the test item specifications. Across both subject areas, contributing factors include a lack of collaborative planning time, student attendance (including late parent drop-offs and early parent pick-ups), and teacher absenteeism.

Which data component showed the most improvement? What new actions did your school take in this area?

Math achievement shows a four point gain from 2018 to 2019. Contributing actions include more small group instruction, additional use of manipulatives in the classroom, and aligned and differentiated tutoring materials.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas of concern include student attendance and students with a failing grade (ND) from the prior year in ELA and Math.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increasing gains in ELA and Math
2. Increasing learning gains in the low 25% in ELA and Math
3. Increase ELA proficiency
4. Increase Science proficiency
5. Increase student attendance (decrease late parent drop-offs and early parent pick-ups)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	If we deliver effective and relevant instruction to meet the needs of all students, within a single school culture, honoring the multiculturalism of our students, then we will increase reading on grade level by 3rd Grade.
Rationale	ELA has traditionally been the lowest performing area. In recent years we have increased from 19% to 29% to 36% proficient, but last year we dropped to 31%. Even with the focus on ELA, mathematics scores have increased. By increasing proficiency and learning gains in English Language Arts, we will positively impact the proficiency and learning gains of other subject areas. This area of focus aligns with the District's Strategic Plan to increase reading on grade level by 2021.
State the measurable outcome the school plans to achieve	Our measurable goal for FY20 will be to increase English Language Arts proficiency from 31% to 44% to be on target for meeting the long term outcome of the Strategic Plan by 2021.
Person responsible for monitoring outcome	Kim Thomasson (kim.thomasson@palmbeachschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. English Language Arts and Spanish Language Arts teachers will implement a focused curriculum using Benchmark Advanced/Adelante. (DA and AC) 2. Differentiated small group instruction will be utilized within all English Language Arts and Spanish Language Arts classrooms. (DA and AC) 3. AVID will be utilized to grow writing, critical thinking, teamwork, organization and reading skills. (JP) 4. Tutorial will provide struggling students with additional standards-based instruction. (JP and DA)
Rationale for Evidence-based Strategy	<ol style="list-style-type: none"> 1. Benchmark Advance and Benchmark Adelante are comprehensive English and Spanish Reading/Language Arts programs. Rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of a balanced approach, or workshop model, and enables all students to master rigorous learning goals with strong resources for differentiated instruction and responsive teaching based upon ongoing assessments. 2. Differentiated instruction is a framework for effective teaching that involves providing all students a range of different avenues for understanding new information in terms of: acquiring content; processing, constructing, or making sense of ideas; and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. 3. AVID—Advancement Via Individual Determination—fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms. 4. Tutorial provides additional data driven targeted instruction for students in need of remediation of specific standards.
Action Step	
Description	<ol style="list-style-type: none"> 1. English Language Arts and Spanish Language Arts teachers will implement a focused curriculum using Benchmark Advanced/Adelante. <ol style="list-style-type: none"> a. During PLCs, teachers will work collaboratively to plan and develop lessons focused on best practices and strategies aligned to the standards. b. Professional learning will be developed to support teacher capacity and instructional needs and include building expertise in using Benchmark Advanced/Adelante resources.

- c. English Language Development resources will be used to provide additional scaffolds and explicit language development to support ELLs and SWDs access to meaning making.
 - d. School Leadership and coaches will monitor lesson plans, data analysis and conduct walk-throughs during the instructional block.
2. Differentiated small group instruction will be utilized within all English Language Arts and Spanish Language Arts classrooms.
- a. Use data to determine students who will be serviced by Mrs. Guerry for Foundations, Ms. Blandon for Soluciones, and Ms. Tolbert for LLI.
 - b. Support Facilitation for SWDs will be provided by Ms. Laws, Mr. Ford, and Ms. Scardigno.
 - c. ELL support will be provided by Mrs. Arroyo.
 - d. All classrooms teachers provide small group instruction during their 90 minute ELA block, to include a technology rotation, and extended day reading.
 - e. During extended day reading, double-down differentiated support will be provided in all third grade classrooms.
 - f. Six academic tutors will provide differentiated support during the ELA block.
 - g. School Leadership and coaches will monitor lesson plans, data analysis and conduct walk-throughs during the instructional block.
3. AVID will be utilized to grow writing, critical thinking, teamwork, organization and reading skills.
- a. Monthly AVID PLCs will occur in order for teachers to collaborate and implement our school-wide goals.
 - b. Student materials will be purchased and provided to enable students to use the organizational skills taught and needed to be successful students and college ready.
 - c. The research based AVID strategies including visuals, graphic organizers, accountable talk, vocabulary development, etc. will be used to scaffold the learning of SWDs and ELLs.
 - d. Teachers will receive AVID training.
 - e. Monitoring for AVID will be done through classroom walkthroughs, student evidence, and student surveys.
4. Tutorial will provide struggling students with additional standards-based instruction.
- a. The school will employ 10 teachers to facilitate tutorials for high needs students beyond the regular school day.
 - b. Targeted instructional materials will be purchased from Triumph Learning.
 - c. Students transportation will be provided using District bus transportation.
 - d. Students will be selected and grouped for instruction based on the results from FSA, USA, Benchmark Advanced assessments, District diagnostics, and iReady assessments.
 - e. Monitoring for tutorials will be done through data analysis/ student progress, attendance, and review of lesson plans. (Coaches and Admin)

Person Responsible Kim Thomasson (kim.thomasson@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In alignment with the District's Strategic Plan and with the goal to increase the academic instruction of all students- Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single

School Culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction of the

*History of the Holocaust,

*History of African Americans,

*Study of the contributions of Hispanics and Women to the US, and

*Sacrifices of Veterans in serving our country.

Attendance, including late drop-offs and early pick-ups, is monitored by teachers, the school counselor, and school-based team. To address the issue, the school-based team currently meets to discuss truancy with students and families. When appropriate, attendance contracts are signed and/or a home visit is made. On a daily basis, One Voice is used to call the homes of students that are absent. In addition, the school will be using postcards to reach out to families to inform them of their student(s)' total absences and the instruction that they missed as a result of the absence(s).

School-wide Positive Behavior is used to encourage students' academic and behavioral success. To celebrate that success students receive brag tags, certificates, individual reward tickets, and incentives. To highlight teachers' contributions to students' success, the School-wide Positive Behavior Team will provide incentives to teachers throughout the year for going above and beyond.

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 Schoolwide Improvement Plan 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.
4. Increase parent involvement in celebrating success through awards ceremonies.

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 Empowering Education: "Mindful Based Social-Emotional Learning" and Second Step curriculum on the Fine Arts Wheel. Each student

has a lanyard with a problem solving and calming strategies card.

Two school counselors are on staff to meet the social-emotional and academic needs of our students. They provide both individual and group counseling services. We also have a mentoring program to assist at-risk students. This year the school-based Behavioral Health Professional supports students and families through parent trainings, social skills groups, problem solving, check-ins and check-outs, and referrals for families to meet a variety of needs.

Safe Schools Ambassadors peer mediate problems on campus. The group is comprised of fifth and sixth graders. The students receive a full day training by Safe Schools to participate in this work.

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 school counselors implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps. Teachers receive training on how to incorporate social-emotional learning in the classroom.

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. Pre-school students and their parents, along with pre-school teachers, are also invited to our school for a tour of the facilities. 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. School counselors meet with students to assist in decision making and transitional needs. The school counselor from the local middle school comes to present to students the Quality Points System needed to meet grade level promotion requirements. 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.

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through resource teachers. Student and teacher support is also provided through the partial funding of reading and math coaches teachers. Families are also provided resources and academic training.

Title I, Part C- Migrant

District Migrant Liaison provides services and support to students and parents.

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.

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.

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. Through United Way we provide the PFC Family Weekend Backpack Program to select students and their families.

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. Students research colleges and careers. They participate in a school-wide learning walk to share and to learn about college and career options. Additionally, teachers post their college and banners from multiple colleges are displayed. Throughout the year, teachers participate in AVID training, including the AVID Summer Institute. Teachers also participate in AVID Professional Learning Communities.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: If we deliver effective and relevant instruction to meet the needs of all students, within a single school culture, honoring the multiculturalism of our students, then we will increase reading on grade level by 3rd Grade.				\$2,616.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	120-Classroom Teachers	1241 - Gove Elementary School	School Improvement Funds		\$2,616.00
			<i>Notes: Purchase additional Foundations student materials; white boards, dry erase markers and white board erasers; cardstock; headphones/earbuds; AVID materials to include binders, dividers, folders, and composition books; SEL associated materials for creating calming environments and SEL resources to assist students in self-regulating and calming down.</i>			
Total:						\$2,616.00