

The School District of Palm Beach County

# Gove Elementary School



## 2020-21 Schoolwide Improvement Plan

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## 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	95%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	D

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### 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, position title, and job duties/responsibilities 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.

### Demographic Information

#### Principal start date

Monday 10/24/2016, Kim Thomasson

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

15

#### Total number of teacher positions allocated to the school

69

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%

<b>2019-20 ESSA Subgroups Represented</b> (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*
<b>School Grades History</b>	2018-19: C (45%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	70	114	97	105	124	82	86	0	0	0	0	0	0	678
Attendance below 90 percent	0	19	31	18	36	15	29	0	0	0	0	0	0	148
One or more suspensions	0	4	0	2	3	2	0	0	0	0	0	0	0	11
Course failure in ELA	0	66	66	60	37	30	9	0	0	0	0	0	0	268
Course failure in Math	0	26	20	51	45	28	4	0	0	0	0	0	0	174
Level 1 on 2019 statewide ELA assessment	0	0	0	0	21	18	23	0	0	0	0	0	0	62
Level 1 on 2019 statewide Math assessment	0	0	0	0	18	21	29	0	0	0	0	0	0	68
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	0	82	41	48	0	0	0	0	0	0	171
FY20 Math Winter Diag Levels 1 & 2	0	0	0	0	75	38	51	0	0	0	0	0	0	164

**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	0	23	33	22	54	37	35	0	0	0	0	0	0	204

**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	6	26	21	16	0	0	0	0	0	0	69
Students retained two or more times	0	0	0	0	0	2	2	0	0	0	0	0	0	4

**Date this data was collected or last updated**

Monday 8/24/2020

**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	
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

**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	
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

## 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	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

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

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%
	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

ESSA Federal Index	
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0

## 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.

Midyear Data reflects:

ELA Diagnostic Data 27% of 3rd grade students are predicted to be a level 3 or above. According to Fall iReady Reading Diagnostic data 26% of student were working at grade level. Currently according to Winter iReady Reading Diagnostic data 30% of student were working at grade level. This demonstrates that students are progressing toward grade level however it is not at a desired pace.

Science: demonstrated a growth of 38% to 52%, a growth of 14%. A reallocation of a fifth grade teacher to fourth grade, supported the students full understanding of the content. We also pride ourselves as having a solidified Science focus throughout all grades.

**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.

During midyear, we see Science demonstrated a growth of 38% to 52%, a growth of 14%. Our ELLs went up +19.3% and our SWDs had a growth of +3.7%.

A reallocation of a fifth grade teacher to fourth grade, supported the students full understanding of the content. We also pride ourselves as having a solidified Science focus throughout all grades. As a Dual language school, we teach Science in Spanish and this helps our ELLs with the language barrier and learning content.

**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.

During midyear, ELA Diagnostic Data 27% of 3rd grade students are predicted to be a level 3 or above. According to Fall iReady Reading Diagnostic data 26% of student were working at grade level. Currently according to Winter iReady Reading Diagnostic data 30% of student were working at grade level. Our sixth grade ELLs results show +15.9% and or SWDs show +24.9% growth.

The Math Diagnostics Data shows:

Grade 3: 36% scored proficient.

Grade 4: 45% scored proficient. SWDs +12.6 growth

Grade 5: 42% scored proficient. SWDs +9.7 growth, ELLs +16.2

Grade 6: 46% scored proficient. SWDs +16.8 growth, ELLs +34.4

This demonstrates that students are progressing toward grade level success towards meeting our goals and closing the achievement gap.

**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.

After reviewing midyear results, our Science had the highest growth of 38% to 52%, a growth of 14%. Our ELLs went up +19.3% and our SWDs had a growth of +3.7%. A reallocation of a fifth grade teacher to fourth grade, supported the students full understanding of the content. We also pride ourselves as having a solidified Science focus throughout all grades. As a Dual language school, we teach Science in Spanish and this helps our ELLs with the language barrier and learning content.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

Potential areas of concern include student attendance and students with a failing grade (ND) from the prior year in ELA and Math. At GES, student attendance is a high concern and we strive to incentivize our students to ensure daily attendance to ensure appropriate learning takes place. The only way we can close the achievement gap is by ensuring we prevent students from acquiring a grade of ND.

This demonstrates the child is not achieving academic success which has a negative repercussion as they grow. This affects their preparation & their knowledge towards state assessments. We plan to focus on our K-3, if we support student learning at the earlier grades, we can ensure future success. Professional learning is focused for Kindergarten through third grade teachers on providing students foundational skills, Phonics and Phonemic Awareness, using Benchmark Advanced/Adelante. Chromebooks have been provided for all First, Second and Third grade classrooms to provide enhanced technology for small group rotations. AVID walkthrough opportunities will be provided for teachers to observe model instructional practices. Schedules will be provided to all teachers and leadership will participate. Tutorial was expanded to 4 days a week with more teachers (increased from 10 to 17) tutoring to provide more students the opportunity to participate. School Leadership and coaches will continue to monitor lesson plans, data analysis and conduct walk-throughs during the instructional block and provide feedback.

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

1. Increasing learning gains & proficiency with ELLs & SWDs in all content areas. We have implemented AVID strategies for all students, but specifically for our ELLs & SWDs which encompasses approximately 65% of our student population; FY20 focus was writing & organization, FY21 will be to add collaboration. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.

2. Increasing gains in ELA and Math

3. Increase ELA proficiency

4. Increase Science proficiency

Supporting increasing proficiency affords all students an equitable and accessible opportunity for future success towards college and career readiness in alignment with the District's Strategic Plan. We have strategically placed content experts to support student learning. We have aligned research-based interventions to ensure successful remediation in both English & Spanish. For example, Soluciones in Spanish and Foundations in English.

5. Increase student attendance (decrease late parent drop-offs and early parent pick-ups). At GES, we closely monitored all students who were early pickups and late drop-offs. Students who are late & early pick-ups must be escorted by parent and are coded within SIS. Multiple concerns are addressed and referred to school based team where additional interventions/monitoring processes begin. Perfect attendance is awarded at an individual (Brag Tags) and class level (Purr-fect Attendance), an ongoing progressive incentive.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to Differentiation****Area of Focus Description and Rationale:**

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.

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.

Midyear Data reflects:

ELA Diagnostic Data 27% of 3rd grade students are predicted to be a level 3 or above. According to Fall iReady Reading Diagnostic data 26% of student were working at grade level. Currently according to Winter iReady Reading Diagnostic data 30% of student were working at grade level.

22% of 3rd Grade ELLs are predicted to be a level 3 or above on the ELA Diagnostic.

14% of 3rd Grade ELLs are predicted to be a level 3 or above on the ELA Diagnostic.

This demonstrates that there is a need to continue to focus on 3rd grade ELA and examine practices in the primary grades.

**Measurable Outcome:**

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 #1 of the Strategic Plan by 2021 of increase reading proficiency in third grade.

Our goals for FY21 will remain the same due to the lack of data for FY20 because of state mandated school closure (COVID19) with the cancellation of state assessments.

**Person responsible for monitoring outcome:**

Kim Thomasson (kim.thomasson@palmbeachschools.org)

**Evidence-based Strategy:**

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) and provide students with intervention & remediation utilizing Soluciones & Foundations within the English & Spanish classrooms.
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:**

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. Interventions that provide effective literacy intervention with authentic Spanish text to improve and sustain reading achievement using literacy and informational content-area titles.(Soluciones) Using

Foundations in Tiers 1 and 2 achieve greater gains in foundational literacy skills compared to students using programs previously implemented by the schools. These results help with English language learners (ELL) as well as SWD.

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 Steps to Implement

1. English Language Arts and Spanish Language Arts teachers will implement a focused curriculum using Benchmark Advanced/Adelante.

- 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. After school hours teachers continue to collaboratively to plan for strategic differentiation to support student learning based on formative data.
- e. School Leadership and coaches will monitor lesson plans, data analysis and conduct walk-throughs during the instructional block.

**Person Responsible** Denelda Ascherman (denelda.ascherman@palmbeachschools.org)

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 receive Soluciones, Fundations and LLI interventions.
- b. Support Facilitation for SWDs will be provided by ESE teachers.
- c. ELL support will be provided by the CLF within the Dual Language classrooms.
- 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. School Leadership and coaches will monitor lesson plans, data analysis and conduct walk-throughs during the instructional block.

**Person Responsible** Julie Thompson (julie.thompson@palmbeachschools.org)

3. AVID will be utilized to grow writing, critical thinking, collaboration, 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.

**Person Responsible** Jessica Michno (jessica.michno@palmbeachschools.org)

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** Ana Groover (ana.groover@palmbeachschools.org)

#### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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.**

**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.**

**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.**

**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.**

**In FY21 we will incorporate a Calming Room run by our Behavior Health Professional where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns. All students participate and learn SEL strategies during the fine arts rotation from a specially trained teacher in SEL.**

## **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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. 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.

School-wide positive behavior universal guidelines, Caring Accountable Trustworthy Safe, "CATS" are evident throughout the school. Positive praise and tickets are used to reinforce behaviors. Students can use their rewards to participate in monthly incentives. 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 to parents. 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. In FY21 we will incorporate a Calming Room run by our Behavior Health Professional where students will have the opportunity to relieve stress and learn strategies to support social/emotional concerns.

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.

Parents and the community are in integral part of Gove Elementary School through

- \* Curriculum Nights (Literacy, Math, Science, FSA)
- \* Social Emotional Learning Nights
- \* School Advisory Council
- \* Parent Teacher Organization
- \* Award Ceremonies
- \* Multicultural Events

In order to increase the participation parents in school related activities, Gove will 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 and continue with flexible meeting times to accommodate all parents.

### **Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Differentiation</b>				<b>\$771.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	1241 - Gove Elementary School	School Improvement Funds	700.77	\$771.00
			<i>Notes: Funds will be used towards a program or process to support student achievement.</i>			
<b>Total:</b>						<b>\$771.00</b>