



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Gove Elementary School

900 SE AVENUE G

Belle Glade, FL 33430

561-993-8700

www.edline.net/pages/gove_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 96%
Alternative/ESE Center No	Charter School No	Minority Rate 97%

School Grades History

2013-14 C	2012-13 B	2011-12 A	2010-11 C
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Gove Elementary School

Principal

Darren Edgecomb

School Advisory Council chair

Tammy Cano

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Darren Edgecomb	Principal
David Torres	Assistant Principal
Shelly Miller	Science Coach (Resource Teacher)
Berta Alvarez	Magnet Coordinator
Kelly Donovan	Primary Reading Coach
Denelda Ascheman	Intermediate Reading Coach
Marjorie Burlison	Mathematics Coach
Anne-Marie Pender	ESE Coordinator
Gayle Zavala	RTI & PBIS (Resource Teacher)
Claudia Gutierrez	ESOL Coordinator

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Involvement of the SAC in the development of the SIP

The SAC received a presentation from the principal outlining the school data from FY13 that determined the school grade. In addition, the principal explained the areas the school would need to focus on during FY14 in order to improve academic gains. On a monthly basis, SAC reviews the SIP for the purpose of monitoring and revising the SIP when necessary.

Activities of the SAC for the upcoming school year

The SAC will monitor the academic progress of students by viewing fall and winter diagnostic results. In addition, they will support school-wide academic and behavioral initiatives. The SAC will support the professional development of teachers.

Projected use of school improvement funds, including the amount allocated to each project

The projected use of SAC funds will be used for instructional materials support, professional development and student incentives.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Darren Edgecomb

Principal

Years as Administrator: 8

Years at Current School: 3

Credentials

BS-Business Management, University of Florida, MS-Mathematics, Nova University, MS-Ed, Leadership, Lynn University.

Areas of Certification: Ed Leadership/School Principal, ESOL Endorsement, Mathematics 6-12

Performance Record

Principal Gove Elementary, 2012-2013, Grade B
 Principal Gove Elementary, 2011-2012, Grade A
 Principal Turning Points Academy, 2010-2011, School Rating, Declining in Reading, Maintaining in Math
 Principal Turning Points Academy, 2009-2010, School Rating, Declining Reading, Maintaining in Math
 Assistant Principal Seminole Ridge HS 2008-2009, Grade B
 Assistant Principal Seminole Ridge HS 2007-2008, Grade A
 Assistant Principal Seminole Ridge HS 2006-2007, Grade B

David Torres		
Asst Principal	Years as Administrator: 3	Years at Current School: 1
Credentials	BS-Computer Science, Herbert H. Lehman College, MS-Ed. Leadership, Florida Atlantic University. Areas of Certification: Ed. Leadership/School Assistant Principal, Mathematics 5-9	
Performance Record	Assistant Principal Seminole Ridge HS 2012-2013, pending Assistant Principal Seminole Ridge HS 2011-2012, Grade A Assistant Principal Seminole Ridge HS 2010-2011, Grade B	

Instructional Coaches

of instructional coaches

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Denelda Ascheman		
Full-time / School-based	Years as Coach: 1	Years at Current School: 14
Areas	Reading/Literacy	
Credentials	BA-Elementary Education at Florida Atlantic University Certification 1-6, M.Ed.-Foundations Multicultural Education at Florida Atlantic University, ESOL Endorsement.	
Performance Record	Gove Elementary 2012-2013, Grade B Gove Elementary 2011-2012, Grade A Gove Elementary 2010-2011, Grade C Gove Elementary 2009-2010, Grade C Gove Elementary 2008-2009, Grade A	

Kelly Donovan		
Full-time / School-based	Years as Coach: 8	Years at Current School: 15
Areas	Reading/Literacy	
Credentials	BS-Elementary Education at Florida State University, M.Ed. Foundations of Education at Florida Atlantic University, Certification-Elementary Education 1-6, ESOL Endorsement, Reading Endorsement	
Performance Record	Gove Elementary 2012-2013, Grade B Gove Elementary 2011-2012, Grade A Gove Elementary 2010-2011, Grade C Gove Elementary 2009-2010, Grade C Gove Elementary 2008-2009, Grade A	

Marjorie Burlison		
Full-time / School-based	Years as Coach: 3	Years at Current School: 11
Areas	Mathematics	
Credentials	BS-Elementary Education & Learning and Behavioral Disabilities at Bowling Green State University, M. Ed. Educational Leadership at University of South Florida, Certification- Elementary Education 1-6, Specific Learning Disabilities K-12, Educational Leadership K-12, ESOL Endorsement	
Performance Record	Gove Elementary, 2012-2013, Grade B Gove Elementary, 2011-2012, Grade A Gove Elementary, 2010-2011, Grade C Gove Elementary, 2009-2010, Grade C Gove Elementary, 2008-2009, Grade A	

Shelly S. Miller		
Full-time / District-based	Years as Coach: 2	Years at Current School: 12
Areas	Science	
Credentials	BS-Elementary Education at Nova Southeastern University, Certification 1-6, M.Ed-Elementary Education at Nova Southeastern University, Certification K-6, ESOL Endorsement.	
Performance Record	Gove Elementary 2012-2013, Grade B Gove Elementary 2011-2012, Grade A Gove Elementary 2010-2011, Grade C Gove Elementary 2009-2010, Grade C Gove Elementary 2008-2009, Grade A	

Classroom Teachers

of classroom teachers

61

receiving effective rating or higher

61, 100%

Highly Qualified Teachers

139%

certified in-field

85, 139%

ESOL endorsed

61, 100%

reading endorsed

5, 8%

with advanced degrees

31, 51%

National Board Certified

2, 3%

first-year teachers

2, 3%

with 1-5 years of experience

18, 30%

with 6-14 years of experience

27, 44%

with 15 or more years of experience

41, 67%

Education Paraprofessionals

of paraprofessionals

8

Highly Qualified

8, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

23

receiving effective rating or higher

23, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Our school monitors the qualifications of the staff in order to stay in compliance with the NCLB legislation. New teachers are mentored by experienced teachers (Grade Chairs, Coaches, Administrative staff); support and staff development are provided to help them meet their respective goals. Teachers are recruited through Magnet and West Area Job Fairs. Glades schools offer a Glades supplement.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

New teachers participate in the Educator Support Program led by an administrator. They are paired with a mentor who is an experienced teacher in their instructional area. An orientation is provided by the administrator where the year-long program and expectations are fully explained. New teacher and mentor meet frequently to discuss goals, plan activities and follow-up. The administration conducts evaluations to monitor the development of the new teacher and signs off if he/she has completed the expectations of the program successfully.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school-based Rtl Leadership Team is comprised of the following members: Principal, Assistant Principal, ESE Coordinator, ELL Coordinator, School Psychologist, Classroom Teacher, Reading Coach, Math Coach, Science Resource Teacher, Rtl Facilitator, 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 Rtl processes
- assessment of Rtl skills of school staff is conducted
- fidelity of implementation of intervention support is documented
- professional development to support Rtl implementation is provided
- effective communication with parents regarding school-based Rtl plans and activities occurs

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The Rtl Facilitator assists in the design and implementation of progress monitoring, collects and analyzes data, contributes to the development of intervention plans, assists in the implementation of Tier 2, implements Tier 3 interventions, and offers professional development and technical assistance. The principal provides a common vision for the use of data-based decision-making as stated above.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school-based Rtl Leadership Team will meet monthly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective

Tier 1- Core Instruction is in place, the team will identify students who are not meeting identified academic targets. The identified students will be referred to the school-based Rtl Leadership Team.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Rtl Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

- Problem Identification entails identifying the problem and the desired behavior for the student.
- Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
- Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
- Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The team will utilize the previous year's Rtl data to focus attention on deficient areas.

Members of the school-based Rtl Leadership Team will meet with the School Advisory Council (SAC) and will help develop the SY14 SIP.

Topics for discussion include, but are not limited to, the following:

- FCAT scores and the lowest 25%
- Student growth on the FCAT in reading, math and writing
- Strengths and weaknesses of intensive programs
- Mentoring, tutoring, and other services

The Rtl Facilitator will present to the SAC members on the Rtl process.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 1,440

Title 1 funds will be used to provide intensive instructional support for all level 1 and level 2 students in the areas of reading and math. In addition various writing, math and science boot camps will be held throughout the year for predicted level 2 students.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The data is collected through fall and winter diagnostic tests. The data is reviewed on a weekly basis by the classroom instructor through progress monitoring. The students will take periodic assessments through Thinkcentral, Core K-12, and Palm Beach Writes.

Who is responsible for monitoring implementation of this strategy?

Principal, Assistant Principal, Academic Coaches and Teachers (classroom and tutorial teacher)

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Darren Edgecomb	Principal
David Torres	Assistant Principal
Kelly Donovan	Primary Reading Coach
Denelda Ascheman	Intermediate Reading Coach
Jane Hoesterey	Supplemental Academic Instructor
Lillian Jordan	Kinder Reading Teacher
Claire Collier	1st Reading Teacher
Doreen Malbog	1st Reading Teacher
Elaine Dixon	2nd Reading Teacher
Jessica Michno	2nd Reading Teacher
Sirica Brown	3rd Reading Teacher
Tammy Cano	3rd Reading Teacher
Kristen Rimes	4th Reading Teacher
Rose Goldman	4th Reading Teacher
Kathy Miller	5th Reading Teacher
Ana Carrasco	5th Reading Teacher
Johanna Jacks	6th Reading Teacher

How the school-based LLT functions

Literacy Leadership Team members attend monthly district literacy training. The team then meets weekly with their grade group to share current lesson plans, a scope and sequence, and assessment information. Team members are always available for consultation whenever teachers need help or clarification with literacy instruction. Literacy issues and concerns are also discussed at weekly meetings. New strategies and activities are identified for implementation. The effectiveness of the strategies is analyzed throughout the school year.

Major initiatives of the LLT

Our school's major initiative is to build a community of readers, both at school and at home. The team will also ensure that the district Literacy Rollout initiative is being implemented with fidelity.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

This is ensured through professional development in the area of reading for all faculty members. Continuous professional development is provided by both the primary and intermediate literacy coaches, as well as area support members and district literacy specialists. All teachers are part of Professional Learning Communities in which reading data is analyzed for patterns of strengths and weaknesses. Teachers then collaborate and create action plans for improvement. Furthermore, teachers support reading through daily instruction in small groups using district and state approved resources. Finally, all fine arts instructors support reading through their various assignments, projects and group activities.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Gove Elementary, several steps are taken to assist preschool children transition from early childhood programs to Gove. 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 Gove for a tour of the school and of Kindergarten classes. This tour provides students, parents and pre-school teachers a better understanding of student learning expectations at the Kindergarten level. In addition, in the spring of each year, a Kindergarten Round-Up is held. During this event, fall requirements are fully explained and a list of activities are provided to parents so they can better prepare their children for regular school.

As school begins, a needs assessment is conducted within the first few weeks of school for every student entering kindergarten. Teachers assess student readiness through the District K-4 Literacy Assessment System and Florida Kindergarten Readiness Screening (FLKRS). These assessments allow teachers to address the class and individual student academic needs when planning instruction. The classroom teacher, with the support of a reading coach, will interpret data and implement strategies to support the individual needs of students.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	43%	No	60%
American Indian				
Asian				
Black/African American	58%	37%	No	62%
Hispanic	53%	44%	No	57%
White	78%	55%	No	80%
English language learners	42%	17%	No	48%
Students with disabilities	40%	34%	No	46%
Economically disadvantaged	54%	42%	No	59%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	119	26%	36%
Students scoring at or above Achievement Level 4	65	14%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		30%
Students scoring at or above Level 7	13	46%	51%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	328	66%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	368	74%	84%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	134	40%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	70	20%	25%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	55	16%	21%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	83	61%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		80%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	49%	45%	No	54%
American Indian				
Asian				
Black/African American	48%	36%	No	54%
Hispanic	48%	50%	Yes	53%
White	73%	36%	No	76%
English language learners	41%	47%	Yes	47%
Students with disabilities	43%	37%	No	48%
Economically disadvantaged	48%	47%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	144	29%	39%
Students scoring at or above Achievement Level 4	80	16%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	57%	62%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		26%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	328	66%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	337	68%	78%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	27%	37%
Students scoring at or above Achievement Level 4	26	20%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	45	10%	5%
Students retained, pursuant to s. 1008.25, F.S.	40	4%	2%
Students who are not proficient in reading by third grade	79	60%	50%
Students who receive two or more behavior referrals	45	5%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	27	3%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To increase parental involvement hours in school related activities by 5% as documented by sign-in sheets	5514	89%	94%

Area 10: Additional Targets

Additional targets for the school

All of Gove Elementary's teachers will infuse the content required by Florida Statute 1003.42 (2) and S.B. policy 2.09 (8) b, as applicable to appropriate grade levels, including, but not limited to:

- History of Holocaust
- History of Africans and African-Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** At least 80%(312) of all 4th,5th,6th and repeating 3rd graders will make gains in reading and mathematics on FCAT 2014
- G2.** At least 60% (294) of all 3rd - 6th grade students will demonstrate high standards in reading and mathematics on FCAT 2014.
- G3.** Increase parent participation by scheduling flexible times for parent training. In addition, snacks will be provided at these meetings.

Goals Detail

G1. At least 80%(312) of all 4th,5th,6th and repeating 3rd graders will make gains in reading and mathematics on FCAT 2014

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains)
- Math (Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Tutoring, area support, district support, instructional materials

Targeted Barriers to Achieving the Goal

- Students entering each grade level are already below proficiency levels, due to a lack of parent involvement in working with students at home, and difficulty in scheduling remediation services for all eligible students.

Plan to Monitor Progress Toward the Goal

Data from EDW reports, teacher notes

Person or Persons Responsible

School Administration, Academic Coaches and Teachers

Target Dates or Schedule:

Weekly basis

Evidence of Completion:

observations and reports, student assessments, data binders, data chats, lesson plans, instructional focus calendars

G2. At least 60% (294) of all 3rd - 6th grade students will demonstrate high standards in reading and mathematics on FCAT 2014.

Targets Supported

- Reading (FCAT2.0, FAA, Learning Gains)
- Math (Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Reading and math tutorials, instructional resources, professional development, area 3 push-in support, literacy roll out support

Targeted Barriers to Achieving the Goal

- Students entering each grade level already below proficiency levels. Many students are confronted with outside of school problems. Such real world problems impact students' ability to focus on academics.

Plan to Monitor Progress Toward the Goal

Progress monitoring toward the goal will be monitored with fidelity.

Person or Persons Responsible

School Administration, Academic Coaches and Teachers

Target Dates or Schedule:

On a weekly basis

Evidence of Completion:

Lesson plans, data binders, LTMs, data chats, common planning, iobservations

G3. Increase parent participation by scheduling flexible times for parent training. In addition, snacks will be provided at these meetings.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC

Resources Available to Support the Goal

- Paper, pencils, computers, posters, anchor charts, snacks

Targeted Barriers to Achieving the Goal

- Parents have changing schedules based on the agricultural season. Parents are in need of child care for younger kids.

Plan to Monitor Progress Toward the Goal

Person or Persons Responsible

Target Dates or Schedule:

Evidence of Completion:

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. At least 80%(312) of all 4th,5th,6th and repeating 3rd graders will make gains in reading and mathematics on FCAT 2014

G1.B1 Students entering each grade level are already below proficiency levels, due to a lack of parent involvement in working with students at home, and difficulty in scheduling remediation services for all eligible students.

G1.B1.S1 Provide after school tutorial for all at-risk students, schedule parent training on how to provide academic support to students at home, and English and Spanish teachers will collaborate to design iii lessons.

Action Step 1

Staff will be trained in the new literacy roll out and test sophistication. Writing strategies were shared through 4th grade writing teacher training.

Person or Persons Responsible

Administration, Academic Coaches and Teachers

Target Dates or Schedule

Weekly basis

Evidence of Completion

Tutoring, lesson plans, data binders, data chats, iobservation reports, student assessments, EDW reports, and Coaches' bi-monthly data reports

Facilitator:

Administration, Academic Coaches, Area and District Personnel

Participants:

Administration, Academic Coaches and Teachers

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

Strategies will be monitored for implementation with fidelity

Person or Persons Responsible

School Administration, Academic Coaches and Teachers

Target Dates or Schedule

Weekly basis

Evidence of Completion

Lesson plans, data binders, data chats, iobservations, student assessments and Coaches' bi-monthly data reports

Plan to Monitor Effectiveness of G1.B1.S1

Strategies will be monitored for effectiveness

Person or Persons Responsible

Administration, Academic Coaches and Teachers

Target Dates or Schedule

Weekly basis

Evidence of Completion

Lesson plans, data binders, data chats, student tracking logs, monitoring classroom scales, iobservations, iobservation reports, student assessments, EDW reports

G1.B1.S2 Provide after school tutorial for all at-risk students

Action Step 1

After School tutorial will be provided

Person or Persons Responsible

Students identified based on needs from assessment data.

Target Dates or Schedule

Throughout the year

Evidence of Completion

Administration, teachers, and coaches.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Review lesson plans

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Data reports (Think Central Core K-12)

Plan to Monitor Effectiveness of G1.B1.S2

Observations of teacher instruction, student attendance

Person or Persons Responsible

Administration, teachers, and coaches

Target Dates or Schedule

Daily

Evidence of Completion

Attendance sheets, lesson plans, observation notes

G2. At least 60% (294) of all 3rd - 6th grade students will demonstrate high standards in reading and mathematics on FCAT 2014.

G2.B1 Students entering each grade level already below proficiency levels. Many students are confronted with outside of school problems. Such real world problems impact students' ability to focus on academics.

G2.B1.S1 Provide after-school tutorial programs for at-risk students in grades 2-6. Monitor School-Based Team referrals and students in the RTI process and SAI program. Monitor K-2 curriculum implementation. Monitor guidance referrals and use outside support agencies for students and families.

Action Step 1

Professional development from the Area Office related to instructional benchmarks, how to use the Area 3 resource center, and materials to use in the classroom.

Person or Persons Responsible

School Administrators, Coaches, Teachers, Guidance Counselors and Area Personnel

Target Dates or Schedule

On a weekly basis

Evidence of Completion

Lesson plans, data binders, iobservations, data chats, student assessments, guidance logs, referrals, and EDW reports

Facilitator:

Academic Coaches and Area/District Personnel

Participants:

School Administrators and instructional staff.

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Progress monitor the strategies to assure that it is implemented with complete fidelity

Person or Persons Responsible

School Administration, Academic Coaches and Instructional Staff

Target Dates or Schedule

On a weekly basis

Evidence of Completion

Lesson plans, data binders, data chats, iobservations, student assessments, guidance referrals, discipline referrals, EDW

Plan to Monitor Effectiveness of G2.B1.S1

The monitoring of strategies for effectiveness will be conducted frequently

Person or Persons Responsible

School Administration, Academic Coaches & Teachers

Target Dates or Schedule

On a weekly basis

Evidence of Completion

Reviewing iobservation reports, student assesemt results, lesson plans, data binders and student portfolios

G3. Increase parent participation by scheduling flexible times for parent training. In addition, snacks will be provided at these meetings.

G3.B1 Parents have changing schedules based on the agricultural season. Parents are in need of child care for younger kids.

G3.B1.S1 A strategy that will be used to address the barrier of child care, is to provide child care with adult supervision for the students. Teachers will assist at meetings by providing snacks and a movie for minor kids.

Action Step 1

All parent meetings and training will be offered at various times to accommodate parent work schedules.

Person or Persons Responsible

Administration, leadership team members, academic coaches and teachers.

Target Dates or Schedule

Monthly

Evidence of Completion

Attendance will improve at parent training.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Parents will sign-in at each parent meeting or training.

Person or Persons Responsible

Leadership Team and teachers

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher signature, parent effectiveness surveys

Plan to Monitor Effectiveness of G3.B1.S1

Schedule flexible meeting times for parent meetings

Person or Persons Responsible

Administration & Leadership Team

Target Dates or Schedule

Monthly

Evidence of Completion

Parent signatures, parent effectiveness surveys

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

Services are provided to ensure students requiring additional remediation are assisted through after-school programs or school-based summer school. Student support is also provided through funding for a Reading Coach, Science resource teacher, Rtl facilitator and professional development for teachers.

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 and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the District for educational materials and ELL District support services 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 will be used to provide intensive in-school reading remediation to students identified as being below grade level in reading. The program will primarily include second grade students working below grade level, retained third grade students, and third grade students working below grade level in reading. The resources used will be the research based programs of Reading Workshop, Fast Track, and FCRR activities.

Violence Prevention Programs

District-wide implementation of Single School Culture as well as Appreciation of Multicultural Diversity. Our school also recognizes Hispanic Heritage Month by honoring various Hispanic leaders and performances to display cultural pride. We also provide a French curriculum during our student fine arts time.

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.

Other

Counselors work with students using PBIS/Ripple Effect and Safe & Drug Free Schools. Seek input from parents and business partners by encouraging them to participate in the School Advisory Council where the interpretation and evaluation of the school wide program is discussed and developed.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. At least 80%(312) of all 4th,5th,6th and repeating 3rd graders will make gains in reading and mathematics on FCAT 2014

G1.B1 Students entering each grade level are already below proficiency levels, due to a lack of parent involvement in working with students at home, and difficulty in scheduling remediation services for all eligible students.

G1.B1.S1 Provide after school tutorial for all at-risk students, schedule parent training on how to provide academic support to students at home, and English and Spanish teachers will collaborate to design iii lessons.

PD Opportunity 1

Staff will be trained in the new literacy roll out and test sophistication. Writing strategies were shared through 4th grade writing teacher training.

Facilitator

Administration, Academic Coaches, Area and District Personnel

Participants

Administration, Academic Coaches and Teachers

Target Dates or Schedule

Weekly basis

Evidence of Completion

Tutoring, lesson plans, data binders, data chats, iobservation reports, student assessments, EDW reports, and Coaches' bi-monthly data reports

G2. At least 60% (294) of all 3rd - 6th grade students will demonstrate high standards in reading and mathematics on FCAT 2014.

G2.B1 Students entering each grade level already below proficiency levels. Many students are confronted with outside of school problems. Such real world problems impact students' ability to focus on academics.

G2.B1.S1 Provide after-school tutorial programs for at-risk students in grades 2-6. Monitor School-Based Team referrals and students in the RTI process and SAI program. Monitor K-2 curriculum implementation. Monitor guidance referrals and use outside support agencies for students and families.

PD Opportunity 1

Professional development from the Area Office related to instructional benchmarks, how to use the Area 3 resource center, and materials to use in the classroom.

Facilitator

Academic Coaches and Area/District Personnel

Participants

School Administrators and instructional staff.

Target Dates or Schedule

On a weekly basis

Evidence of Completion

Lesson plans, data binders, observations, data chats, student assessments, guidance logs, referrals, and EDW reports

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	At least 80%(312) of all 4th,5th,6th and repeating 3rd graders will make gains in reading and mathematics on FCAT 2014	\$196,510
G2.	At least 60% (294) of all 3rd - 6th grade students will demonstrate high standards in reading and mathematics on FCAT 2014.	\$146,650
G3.	Increase parent participation by scheduling flexible times for parent training. In addition, snacks will be provided at these meetings.	\$26,570
Total		\$369,730

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I		\$369,730
Total		\$369,730

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. At least 80%(312) of all 4th,5th,6th and repeating 3rd graders will make gains in reading and mathematics on FCAT 2014

G1.B1 Students entering each grade level are already below proficiency levels, due to a lack of parent involvement in working with students at home, and difficulty in scheduling remediation services for all eligible students.

G1.B1.S1 Provide after school tutorial for all at-risk students, schedule parent training on how to provide academic support to students at home, and English and Spanish teachers will collaborate to design iii lessons.

Action Step 1

Staff will be trained in the new literacy roll out and test sophistication. Writing strategies were shared through 4th grade writing teacher training.

Resource Type

Evidence-Based Program

Resource

Staff development supplies \$2,700- paper, ink, chart paper 2 Resource Teachers (Math and Science) \$132,000 PD Subs - \$1,500 1 Lap top \$600 In-county travel - \$710

Funding Source

Title I

Amount Needed

\$137,510

G1.B1.S2 Provide after school tutorial for all at-risk students

Action Step 1

After School tutorial will be provided

Resource Type

Evidence-Based Program

Resource

Tutors for content area remediation \$40,000 Materials/supplies for classroom and tutorial - \$19,000 - paper, pencils, ink, folders, post-its, FL Ready books

Funding Source

Title I

Amount Needed

\$59,000

G2. At least 60% (294) of all 3rd - 6th grade students will demonstrate high standards in reading and mathematics on FCAT 2014.

G2.B1 Students entering each grade level already below proficiency levels. Many students are confronted with outside of school problems. Such real world problems impact students' ability to focus on academics.

G2.B1.S1 Provide after-school tutorial programs for at-risk students in grades 2-6. Monitor School-Based Team referrals and students in the RTI process and SAI program. Monitor K-2 curriculum implementation. Monitor guidance referrals and use outside support agencies for students and families.

Action Step 1

Professional development from the Area Office related to instructional benchmarks, how to use the Area 3 resource center, and materials to use in the classroom.

Resource Type

Evidence-Based Program

Resource

2 Coaches - \$145,000 Common Core PD - \$300 Stipends - \$1,350

Funding Source

Title I

Amount Needed

\$146,650

G3. Increase parent participation by scheduling flexible times for parent training. In addition, snacks will be provided at these meetings.

G3.B1 Parents have changing schedules based on the agricultural season. Parents are in need of child care for younger kids.

G3.B1.S1 A strategy that will be used to address the barrier of child care, is to provide child care with adult supervision for the students. Teachers will assist at meetings by providing snacks and a movie for minor kids.

Action Step 1

All parent meetings and training will be offered at various times to accommodate parent work schedules.

Resource Type

Evidence-Based Program

Resource

Supplies for parent trainings including food for refreshments, kindergarten round-up materials, ink, paper (1,925 CLF (\$24,500) Postage (145.00)

Funding Source

Title I

Amount Needed

\$26,570