Gove Elementary School

2021-22 Schoolwide Improvement Plan

Table of Contents

Gove Elementary School

900 SE AVENUE G, Belle Glade, FL 33430

https://goves.palmbeachschools.org

Demographics

Principal: Kim Thomasson

Start Date for this Principal: 10/24/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (45%) 2017-18: C (46%) 2016-17: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Table of Contents

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)	**2020-21 Title I School**	**2020-21 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	96%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Thomasson, Kim	Principal	The principal manages all aspects of the educational. First and foremost she is the instructional leader on campus and provides a common vision for student achievement. Ms. Thomasson uses a data based decision making process to ensure a sound academic program is in place.
Rodriguez, Jose	Assistant Principal	The assistant principal oversees assessments, curriculum and discipline to ensure that the school's vision is achieved.
Lopez, Dora	Magnet Coordinator	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	ELL Compliance Specialist	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		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.
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

Name	Position Title	Job Duties and Responsibilities
		groups. The single school culture coordinator also serves as the School Based Team Leader. She implements and monitors the Multi-Tiered System of Support (MTSS) Program.
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.
Thompson, Stephanie	Other	Our Learning Team Facilitator analyzes data and provides professional development through PLCs and small groups.

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.*
11

Total number of teacher positions allocated to the school
69

Total number of students enrolled at the school
625

Identify the number of instructional staff who left the school during the 2020-21 school year.
4

Identify the number of instructional staff who joined the school during the 2021-22 school year.
2

Demographic Data

Early Warning Systems

2021-22

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	75	76	92	98	88	111	63	0	0	0	0	0	0	603
Attendance below 90 percent	0	31	24	22	22	24	10	0	0	0	0	0	0	133
One or more suspensions	0	1	2	0	6	1	0	0	0	0	0	0	0	10
Course failure in ELA	0	28	78	72	59	77	38	0	0	0	0	0	0	352
Course failure in Math	0	20	35	67	44	72	48	0	0	0	0	0	0	286
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	21	18	23	0	0	0	0	0	0	62
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	18	21	29	0	0	0	0	0	0	68
Number of students with a substantial reading deficiency	0	7	24	37	59	69	43	0	0	0	0	0	0	239
FY21 ELA Winter Diag Level 1 & 2	0	0	0	65	71	49	37	0	0	0	0	0	0	222
FY21 Math Winter Diag Level 1 & 2	0	0	0	57	70	54	49	0	0	0	0	0	0	230

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	24	46	63	56	71	36	0	0	0	0	0	0	296

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	1	11	0	1	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 9/3/2021

2020-21 - 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	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

2020-21 - 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	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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	58%	57%	39%	57%	56%
ELA Learning Gains				51%	63%	58%	53%	61%	55%
ELA Lowest 25th Percentile				43%	56%	53%	45%	56%	48%
Math Achievement				43%	68%	63%	39%	65%	62%
Math Learning Gains				54%	68%	62%	56%	63%	59%
Math Lowest 25th Percentile				44%	59%	51%	47%	53%	47%
Science Achievement				38%	51%	53%	45%	56%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	31%	54%	-23%	58%	-27%
Cohort Comparison						
04	2021					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-31%				
05	2021					
	2019	30%	59%	-29%	56%	-26%
Cohort Comparison		-37%				
06	2021					
	2019	45%	58%	-13%	54%	-9%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-30%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	36%	65%	-29%	62%	-26%
Cohort Comparison						
04	2021					
	2019	45%	67%	-22%	64%	-19%
Cohort Comparison		-36%				
05	2021					
	2019	33%	65%	-32%	60%	-27%
Cohort Comparison		-45%				
06	2021					
	2019	48%	60%	-12%	55%	-7%
Cohort Comparison		-33%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

1st Grade ELA Fall-iReady Diagnostic, Winter- iReady Diagnostic, Spring- iReady Diagnostic
1st Grade Math Fall-USA U1-5, Winter- USA U7-9 Spring- USA U13-15

2nd Grade ELA Fall-iReady Diagnostic, Winter- iReady Diagnostic Spring- iReady Diagnostic
2nd Grade Math Fall-USA U1-5, USA U6-9 Spring- USA U14-15

3rd Grade ELA Fall-iReady Diagnostic, Winter- ELA PBCSD Diagnostic Spring- iReady Diagnostic
3rd Grade Math Fall-USA U1-5, Winter- Math PBCSD Diagnostic Spring-USA U14-16

4th Grade ELA Fall-iReady Diagnostic, Winter- ELA PBCSD Diagnostic Spring- iReady Diagnostic
4th Grade Math Fall-USA U1-2, Winter- Math PBCSD Diagnostic Spring- USA U14-16

5th Grade ELA Fall-iReady Diagnostic, Winter- ELA PBCSD Diagnostic Spring- iReady Diagnostic
5th Grade Math Fall-USA U1-2, Winter- Math PBCSD Diagnostic Spring- USA U13-16
5th Grade Science Fall-USA U2, Winter- Science PBCSD Diagnostic Spring-USA U8

6th Grade ELA Fall-iReady Diagnostic, Winter- ELA PBCSD Diagnostic Spring- iReady Diagnostic
6th Grade Math Fall-USA T1-2, Winter- Math PBCSD Diagnostic Spring- USA T6&8

The scores below are reported in percentages.
iReady Diagnostic Scores are reported by the percentage of students scoring in the green. PBCSD Diagnostic scores are reported by the percentage of students that have a predicted Level 3. USA scores are reported by the percentage of students that met the threshold score.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16	30	47
	Economically Disadvantaged	16	30	47
	Students With Disabilities	15	18	20
	English Language Learners	17	16	43
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	63	64	78
	Economically Disadvantaged	63	64	78
	Students With Disabilities	61	84	87
	English Language Learners	55	65	76
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	22	30	38
	Economically Disadvantaged	22	30	38
	Students With Disabilities	20	21	21
	English Language Learners	16	22	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	53	53
	Economically Disadvantaged	58	53	53
	Students With Disabilities	56	50	51
	English Language Learners	51	43	49

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	29	38
	Economically Disadvantaged	25	29	38
	Students With Disabilities	12	30	15
	English Language Learners	4	29	4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	60	37	32
	Economically Disadvantaged	60	37	32
	Students With Disabilities	40	24	25
	English Language Learners	39	25	22

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15	35	41
	Economically Disadvantaged	15	35	41
	Students With Disabilities	5	33	15
	English Language Learners	0	33	21
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39	33	43
	Economically Disadvantaged	39	33	43
	Students With Disabilities	29	25	36
	English Language Learners	35	27	38

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	18	32	31
	Economically Disadvantaged	18	32	31
	Students With Disabilities	0	39	18
	English Language Learners	0	41	15
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	21	45
	Economically Disadvantaged	53	21	45
	Students With Disabilities	49	23	40
	English Language Learners	39	25	36
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	51	47	62
	Economically Disadvantaged	51	47	62
	Students With Disabilities	46	43	55
	English Language Learners	42	40	46

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20	51	29
	Economically Disadvantaged	20	51	29
	Students With Disabilities	0	48	9
	English Language Learners	5	46	5
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	41	35	52
	Economically Disadvantaged	41	35	52
	Students With Disabilities	29	26	41
	English Language Learners	30	25	40

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	36	47	61	27	41	46	25				
ELL	35	59	65	21	34	48	21				
BLK	52	56		32	23		27				
HSP	40	55	63	28	36	41	25				
FRL	42	57	65	30	36	44	29				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	349
Total Components for the Federal Index	8
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	41
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	44
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As a result of virtual learning, students improved in ELA; however, they struggled in math.
In our ESSA subgroups, ELLs improved from 1.9% to 13.3% and SWDs improved from 11.3% to 17.9% in the area of ELA. The improvement can be attributed to small group instruction and the increased use of technology. In math ELLs decreased from 13.1% to 6.7% and SWDs decreased from 21.1% to 13.1%. The decrease can be attributed to the lack of opportunity to work with: hands-on manipulatives, a hard copy of the textbook, and the ability to participate in math fluency competitions. Data chats, differentiated instruction, small group instruction, after school tutorials, and the ability to aggressively monitor student progress in person will ensure the growth and success of the students in our ESSA subgroups, as well as all students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

As a result of the state assessments, our greatest needs for improvement are learning gains and proficiency in math across all subgroups and science proficiency. According to our iReady data, a significant number of students are scoring below grade level in K-2 on phonological awareness and phonics, as well as 3-5 students in comprehension.
In addition to academics, attendance is essential to students' academic growth and proficiency. Consistent attendance is key to academic success. Attendance reports are pulled weekly by our school counselor. Automated calls for absences are made on a daily basis. Attendance letters are sent once students have reached 5 and 10 days of unexcused absences. Students with excessive absences, 15 or more unexcused days within a 90 day period, will be reviewed by the School Based Team. Parents and students are invited to meet with a multidisciplinary team which includes the school principal, teachers, and the school based team leader.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Instruction was interrupted by lack of participation and connectivity. To optimize learning, Google Classroom, Google Meets, Breakout Rooms, Benchmark Advance and Adelante online, whiteboard.fi, and Smart Suite were utilized.

The decrease in math across all subgroups can be attributed to the lack of opportunity to work with hands-on manipulatives and not having materials to record work. Student learning and engagement was more passive than active. Aggressive monitoring of students' work was more challenging in an online format. In order to improve math proficiency for all subgroups we are providing hands on instruction, and after school tutorials. Students will use hands-on manipulatives, a hard copy of their textbooks, and participate in our math fluency competitions. Teachers will also be able to provide differentiated instruction in person and will be able to aggressively monitor students' work.

The decrease in Science proficiency was due to the lack of opportunity to conduct hands-on experiments. Students missed instruction in all standards. Science was tested last in 2021. Students suffered from test fatigue. Student will have the opportunity to participate in hands-on science experiments both in class and in STEAM class. Students will be taught all science standards, as well as review the fairgame standards.

While proficiency in ELA increased from 39% in 2019 to 43% in 2021; ELA continues to present a large opportunity for growth. Through rigorous instruction, the use of Benchmark Advance and Adelante, differentiated instruction, and research based interventions we will be able to continue increase our proficiency in ELA.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

ELA proficiency and learning gains showed the most improvement. Students with disabilities increased from 11.3% to 17.9% and ELL students from 1.9% to 13.3%. This improvement can be attributed to teachers' collaboratively planning together, the connections made within dual language instruction, the new resources and benefits of online instruction in ELA and the use of Google Classroom, and after school tutorial which included a writing bootcamp.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The improvement in ELA can be attributed to small groups and differentiated instruction through breakout rooms, recorded lessons that allowed students to review instruction multiple times, writing across content areas, utilizing ELA terminology in other core subjects, anchor charts in both languages helped students make connections, access to organized electronic resources within the Google Classroom. Teachers were also able to collaborate virtually an additional 3 hours weekly, regardless of location. The extensive technology used as a result of full virtual instruction was a new addition to our current teaching practices and formats.

Within ELA and throughout the RtI process teachers closely monitored data. They used the results of Benchmark assessments, classwork, RtI progress monitoring, and observation to differentiate instruction to meet students' needs and provide remediation when needed. Teachers were in close contact with parents throughout instruction. Teachers gave parents their Google Voice or personal cell phone numbers, posted messages in Class Dojo and their Google Classrooms, used the Gove Communications Log when they needed assistance reaching parents, and even drove materials to students' homes when needed. In addition, all teachers participated in data chats where our multidisciplinary team comes together to review student data and provide support when needed. In turn, teachers continue those data chats and goal setting with their students. Students are aware of their performance, the number of points they need to move up a level, as well as what they need to do to achieve their goals.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning in the area of ELA, teachers will continue their collaborative planning afterschool as well as focus on: analyzing data, analyzing student work samples, sharing strategies, understanding the depth and rigor of the BEST standards in grades K-2, and planning for differentiated instruction during their Professional Learning Communities. Based on data and progress monitoring, K-2 students will receive instruction focused heavily on foundational skills to prepare them for complex work within and across texts in the intermediate grades. Intermediate students will receive small group reading, as well as language instruction provided by fine arts teachers.

To accelerate our math growth, teachers will continue their collaborative planning afterschool as well as focus on: analyzing data, analyzing student work samples, sharing strategies, understanding the depth and rigor of the BEST standards in grades K-2, and planning for differentiated instruction during their Professional Learning Communities. Students will participate in math fluency competitions appropriate for their grade levels. Building their math fluency will enable them to solve complex math problems more quickly, reduce their cognitive load and frustration, and save them time/improve their pacing.

There is a need to re-focus instruction in science with an emphasis on the implementation of content and deeper understanding. We need to provide support to help with achievement in this content area including tutorials, focused teacher planning/collaboration , and professional development to ensure we meet the needs of all students in an equitable and accessible manner. Science enrichment will be taught by our STEAM teacher.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within our ESSA subgroups, students with disabilities, and English language learners, achieving below the Federal Index. Professional development will include small group instruction, BEST Standards for K-2 in reading and math, the rigor of the standards in reading and math 3-6, and student engagement including the use of Nearpod to engage students and teach science standards. Teachers will also benefit from professional development focused on the alignment between standards, learning targets, talk (teacher questioning), and tasks.
As an early intervention to increase student readiness, we offer a school year Voluntary Prekindergarten (VPK) Migrant Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the IEP. These programs are supported by the Department of Early Childhood Education. Migrant Program and the Department of Exceptional Student Education and follows all Florida statutes, rules, and contractual mandates, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the Florida Early Learning performance standards. To assist with the transition into kindergarten we engage in the following:

• Holding open house for families of incoming kindergarten children to visit and meet Teachers.

• Providing home learning activities to families to help them prepare children for kindergarten entry

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Resources and strategies will be aligned to grade level standards and scaffolds will be established to support students who are not performing at grade level. All teachers (ESE, ELL), collaborate weekly

to ensure the academic success of the students in our ESSA subgroups (SWD and ELL). Our goal is:

1. To increase proficiency for all students in ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD students receive targeted instruction using WIDA data results and iReady results.

2. Provide targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction will be planned and implemented to meet the needs of all students.

3. Facilitate active participation in learning, teachers must plan and employ engagement strategies. Ongoing implementation of engagement strategies will be modeled and explained during PLC meetings to demonstrate their effectiveness.

4. Develop teachers' knowledge of standards and academic content establishes a routine and expectation of instructional rigor in every classroom. Each grade level will be assigned an administrator to assist the team with resources and strategies to aid and supplement the instructional rigor in the classroom aligned to teaching state standards according to each assessed specification.

5. Plan with members of the leadership team, including administration, single school culture coordinator, and academic coaches will occur regularly. Collaborative planning will consist of coaching, modeling, and guiding of instructional expectations.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
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. 3rd Grade ELA has traditionally been the lowest performing areas. In recent years our ELA proficiency has decreased from 36.7% to 30% proficient, but last year(FY21), we increased to 34.4%. 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 New Strategic Plan Theme I Academic Excellence and Overall Well-Being For Every Student Goal 1 Overall Academic Proficiency. FY21 EOY Data reflects: FSA ELA Data: 34.4% of 3rd grade students scored a 3 or above. Currently according to Fall iReady Reading Diagnostic data, 20% of our 3rd Grade students are working at grade level.
Measurable Outcome:	Our measurable goal for FY21 will be to increase English Language Arts proficiency from 34% to 44% to be on target for meeting the Goal of Overall Academic Excellence of the Strategic Plan.
Monitoring:	Instructional practices in the area of ELA to differentiate instruction will be monitored by conducting regular walkthroughs in classrooms and providing actionable feedback to teachers. iReady data, Benchmark assessments and District Diagnostics will be used to progress monitor outcomes for English Language Arts.
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(K-5). (DA and AC) 2. Differentiated small group instruction will be utilized within all English Language Arts and Spanish Language Arts. (JT, DA, AC, JR) and provide students with intervention & remediation utilizing Voyager & Soluciones within the English & Spanish classrooms. 3. AVID will be utilized to establish collaborative structures that allow for students to engage in High Order thinking and goal setting. (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 from K-5th. 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 Voyager 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 Ascheman (denelda.ascheman@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, Voyager, 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 ELA block, to include a technology rotation, and extended day reading.
f. During extended day reading, the fine arts teacher pull small groups of students focusing on Language skills.
g. 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 establish collaborative structures that allow for students to engage in High Order thinking and goal setting.

a. 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.
b. 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.
c. Teachers will receive AVID training on Collaborative structures to engage students.
d. Teacher will have data chats with students and set targets for ELA.
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 provides additional data driven targeted instruction for students in need of remediation of specific standards.
a. The school will employ 10 teachers to facilitate tutorials for high needs students beyond the regular school day.
b. iReady and Benchmark intervention materials will be used to provided targeted instruction.
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
Jose Rodriguez (jose.rodriguezmelendez@palmbeachschools.org)

#2. Instructional Practice specifically relating to Math

	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 the percent of students on grade level in Math by 3rd Grade.
Area of Focus Description and Rationale:	3rd Grade Math has been a low performing area. Last year proficiency in Math, we decreased form 29.73%(FY19) to 24.18%(FY21). There is a need to focus on math to meet the target of overall academic proficiency.

This area of focus aligns with the New Strategic Plan Theme I Academic Excellence and Overall Well-Being For Every Student Goal 1 Overall Academic Proficiency.
FY21 EOY Data reflects:

FSA Math Data: 24.18% of 3rd Grade students scored a 3 or above. |
Measurable Outcome:	Our measurable goal for FY21 will be to increase Math proficiency from 24% to 34% to be on target for meeting the Goal of Overall Academic Excellence of the Strategic Plan.
Monitoring:	Instructional practices to support Math instruction and differentiate instruction will be monitored by conducting regular walkthroughs in classrooms and providing actionable feedback to teachers. FSQs, USAs and Success maker data will be used to monitor progress towards proficiency for Math.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Math teachers will implement a focused curriculum using Savvas enVisionMATH. (JP and JR)
2. Differentiated small group instruction will be utilized within all Math classrooms. (JT, JR and JP) and provide students with intervention & remediation.
3. AVID will be utilized to establish collaborative structures that allow for students to engage in High Order thinking and goal setting. (JP)
4. Tutorial will provide struggling students with additional standards-based instruction. (JP and DA)
Rationale for Evidence-based Strategy:	1. enVisionMATH is a core curriculum for students in kindergarten through grade 6. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. Differentiated instruction and ongoing assessment are used to meet the needs of students at all ability levels.
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. Manipulatives will be used to differentiate and provide support. 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. Math teachers will implement a focused curriculum using Savvas enVison Math.
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 Savvas enVison resources.
c. enVison Math resources will be used to provide additional scaffolds and explicit language development to support ELLs and SWDs accessibility.
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 Jose Rodriguez (jose.rodriguezmelendez@palmbeachschools.org)

3. Differentiated small group instruction will be utilized within all Math classrooms.

a. Use data to determine small group rotations in math.
b. Hands on math activities including manipulatives will be used to enhance understanding of the mathematical standards.
c. Support Facilitation for SWDs will be provided by ESE teachers.
d. ELL support will be provided by the CLF within the Dual Language classrooms.
e. All classrooms teachers provide small group instruction during their Math block, to include a technology rotation.
f. Differentiation resources embedded within the enVision Math program will be identified and implemented during small group instruction to enhance accessibility among proficiency levels
g. School Leadership and coaches will monitor lesson plans, data analysis and conduct walk- throughs during the instructional block.

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

4.AVID will be utilized to establish collaborative structures that allow for students to engage in High Order thinking and goal setting.

a. 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.
b. 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.
c. Teachers will receive AVID training on Collaborative structures to engage students.
d. Teacher will have data chats with students and set targets for Math.
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 provides additional data driven targeted instruction for students in need of remediation of specific standards.
a. The school will employ 10 teachers to facilitate tutorials for high needs students beyond the regular school day.
b. enVision intervention and supplemental materials will be used to provided targeted instruction.
d. Students will be selected and grouped for instruction based on the results from FSAs, USAs, District diagnostics, and Success Maker.
e. Monitoring for tutorials will be done through data analysis/ student progress, attendance, and review of lesson plans. (Coaches and Admin)

Person Responsible	Jose Rodriguez (jose.rodriguezmelendez@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 832 out of 1,395, moderate when
compared to all elementary schools statewide. We reported .70 incidents per 100 students. This rating was for a total enrollment of 715, with 5 incidents in total for 2019-2020 school year. When looking at the ranking details the incidents all 5 are rated high are violent incidents. Our issues fall under Physical Attack, Fighting, and Harassment. We had zero property incidents and zero Drug/Public Order incidents. Our total
reported suspension ranked very low. We had zero in-school suspensions and zero out of school suspensions in 2019-2020.

To support our students and make an impact on behavior incidents we have established a Single School Culture by teaching our Universal Guidelines for Success, "CATS" Caring, Accountable, Trustworthy and Safe. These expectations are specifically taught to students on a regular basis in their classroom. Posters are posted around school to remind students of the expectations. Parents learn about these expectations through the student handbook and during biannual meetings. We use a Classroom Behavior Tracking form to monitor behaviors and interventions provided to students that are having trouble following the universal guidelines.

As a school we have identified major and minor behaviors. For minor behaviors we track the interventions provided to teach the appropriate behavior. Interventions such as reteaching, think sheets, and reflective activities are implemented with the strategic purpose of teaching the universal guidelines. In addition we teach Social Emotional Learning on the fine arts wheel to bring awareness to feelings and teach ways to appropriately deal with and express their feelings. Major behaviors are handled by school administration immediately.

In an effort to reinforce the universal guidelines, the Assistant Principal recognizes students with a positive referral. These students are referred by their teacher for showing Caring, Accountable, Trustworthy and or Safe behaviors.

Lastly our Positive Behavioral Intervention and Support team meets monthly and the student support team meets weekly to discuss the behavioral and mental health needs of our students. The goal is that every student on campus can identify a trusted adult and foster positive relationships with students. Discipline data is reviewed and discussed monthly at the Positive Behavioral Intervention and Support team meeting as well as shared during Faculty Meetings.

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.

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. We have a Calming Room run by our Behavior Health Professional where students 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.

Suite 360 is the curriculum that the school district selected to implement the five-hour state mandated instruction
related to youth mental health and awareness.

Student attendance in school is key to academic success. Students are working towards Purrfect Attendance with their homeroom classes. Attendance reports are monitored and daily calls and letters are sent out for absences. In order to increase attendance, we are adding Class Dojo messages and call-outs emphasizing the importance of being present and on-time for school. Additionally, there is also a strong emphasis on mental health and mentorship. Through SEL, mentoring, and relationship building we are making school a safe place that students want to come to in order to connect and be heard. Our mentoring and counseling is provided by our school counselor, ELL school counselor, Behavioral Health Professional,

Co-located Mental Health Professional, and two Behavior Intervention Associates. Our students look forward to their time with our counselors and mentors.

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.

Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. Our School Counselor works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families. Our ESOL Coordinator and ESOL School Counselor work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of our Dual Language program and ELL services designed to improve the outcomes of our English Language Learners. Our ESE contact works with the District ESE Coordinator to ensure that our Students with Disables are in the Least Restricted Environment and that they have appropriate academic programing.

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. Teachers participate in AVID Professional Learning Communities.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promotes collaboration among staff members, provides focus and leadership to create a positive environment in which teachers can share best practices that are responsive to student needs. She uses adult SEL practice in all meeting and training to model best practices and positively influences the school culture. In addition she is regularly available to families, students and staff.

Assistant Principal: Recognizes students with positive behavior referrals for students that demonstrate Caring, Accountable, Trustworthy and Safe behaviors. He is visible on campus and in classrooms therefore positively impacting the school culture.

School Counselors: Supports a positive culture and environment through small group interactions and counseling provided for students. Our counselors ensure students feel safe, welcome, and included at school.

Behavioral Health Professional: Supports students that need additional counseling. In addition she

establishes monthly Fun Friday activities in the cafeteria to celebrate student success. She regularly has a "Lunch Bunch" when eats lunch with students.

Teachers: Incorporate PBIS in the classroom. This framework brings together the school community to develop positive, safe, supportive learning cultures. Teachers provide interventions for students that need to be retaught expectations prior to punishment. Teachers also recognize the cultural contributions of our students by celebrating diversity. The schoolwide dual language programs promotes cultural awareness and establishes a cultural of bilingualism.

Front Office Staff: The front office staff are welcoming to all that visit our school. They are the first faces that parents and visitors see as they arrive. They are bilingual and welcome all with smiles and a helping attitude.

As stipulated within Florida Statutes & Policy 2.09 our school ensures all students receive equal access to rigorous curriculum. In alignment with the District's Strategic Plan to increase overall academic proficiency, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and BEST 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:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to taught in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.
(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.
(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of Women to society.
(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender. This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics addressed in greater depth through the school counselor and SEL teacher during instruction and during special events held throughout the school year.

Students will also learn character development, the character development curriculum shall stress the qualities of
patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property;

honesty;
charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$8,620.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	510-Supplies	1241 - Gove Elementary School	School Improvement Funds	625.0	$8,620.00
			Notes: Funds will be used towards a program or process to support student achievement.			
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
					Total:	$8,620.00