

The School District of Palm Beach County

Gove Elementary School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Positive Culture & Environment	0
Budget to Support Goals	0

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (47%) 2018-19: C (45%) 2017-18: C (46%)
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	ATSI

* 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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	0

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-6</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">95%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C	C	C	C

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Thomasson, Kim	Principal	<p>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. She oversees the execution and monitoring of all strategies and action steps towards continuous improvement process at the school. In addition, the principal hires and retains highly qualified employees, uses data to inform decisions and instruction, professional learning, performance, and student learning. The principal quickly and proactively addresses problems in instruction and student learning.</p>
Rodriguez, Jose	Assistant Principal	<p>The assistant principal oversees assessments, curriculum and discipline to ensure that the school's vision is achieved. In addition Mr. Rodriguez supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. The Assistant Principal assists with eliminating barriers and distractions that interfere with effective teaching and learning. Supports the principal in building a culture of pride, trust, and respect. Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. He also monitors and improves instruction by visiting classrooms to support and monitor instruction.</p>
Thompson, Julie	Other	<p>Our single school culture coordinator analyzes data and provides professional development through individual conferences, PLCs and small groups. The single school culture coordinator also serves as the School Based Team Leader. She implements and monitors the MultiTiered System of Support (MTSS) Program.</p>
Lopez, Dora	Magnet Coordinator	<p>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.</p>
Riker, Michelle	School Counselor	<p>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.</p>
Ascheman, Denelda	Reading Coach	<p>Reading coach/resource teacher meets with small groups of student to provide intensive interventions and weekly progress monitoring. Mrs. Ascheman also provides support to classroom teachers in assisting with the Response to Intervention (RTI) process and ensure SIP goals are met for ELA (Reading/Writing). She leads standards based planning and follows the FCIM coaching cycle.</p>

Name	Position Title	Job Duties and Responsibilities
Thompson, Stephanie	Other	Our Learning Team Facilitator analyzes data and provides professional development through PLCs and small groups. In addition, she works with small groups of students to provide academic interventions in reading. She works with teachers to ensure they are providing the best accommodations for Student with Disabilities so they reach their full academic potential.
Michno, Jessica	Math Coach	Math coach/acceleration teacher meets with small groups of student to provide intensive interventions and weekly progress monitoring. She also teaches a 4th grade AMP group. Mrs. Paniagua (Michno) provides site based professional development to staff that is aligned to the needs of students based upon student assessment data. She assists administration and the classroom teachers in the interpretation of student math assessment data.
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. Lastly she coordinates ESOL record keeping requirements and establishes school data collection, analysis, and reporting systems to assess student progress.
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. Mrs. Carrasco also provides support to classroom teachers in assisting with the Response to Intervention (RTI) process in Spanish and ensure SIP goals are met for ELA (Reading/ Writing). She leads standards based planning and follows the FCIM coaching cycle with the Spanish teachers.
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. She provides families with required information regarding IDEA Procedural Safeguards. She establishes and maintains cooperative working relationships by consulting regularly with internal and external customers such as: students, parents, teachers, counselors, related service providers, agencies, etc.

Demographic Information

Principal start date

Monday 10/24/2016, Kim Thomasson

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

19

Total number of teacher positions allocated to the school

66

Total number of students enrolled at the school

638

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

9

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	84	85	82	119	74	87	83	0	0	0	0	0	0	614
Attendance below 90 percent	0	29	28	36	15	27	15	0	0	0	0	0	0	150
One or more suspensions	0	1	2	2	1	5	1	0	0	0	0	0	0	12
Course failure in ELA	0	36	28	55	14	60	38	0	0	0	0	0	0	231
Course failure in Math	0	20	16	39	12	18	44	0	0	0	0	0	0	149
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	23	20	27	22	0	0	0	0	0	0	92
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	10	42	40	0	0	0	0	0	0	92
Number of students with a substantial reading deficiency	0	23	16	38	10	13	22	0	0	0	0	0	0	122

Using the table above, complete the table below with the number of students by current grade level who have 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	27	18	48	17	51	52	0	0	0	0	0	0	213

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	23	1	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/23/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	59%	56%				39%	58%	57%
ELA Learning Gains	60%						51%	63%	58%
ELA Lowest 25th Percentile	56%						43%	56%	53%
Math Achievement	35%	53%	50%				43%	68%	63%
Math Learning Gains	57%						54%	68%	62%
Math Lowest 25th Percentile	53%						44%	59%	51%
Science Achievement	23%	59%	59%				38%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	54%	-23%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	37%	62%	-25%	58%	-21%
Cohort Comparison		-31%				
05	2022					
	2019	30%	59%	-29%	56%	-26%
Cohort Comparison		-37%				
06	2022					
	2019	45%	58%	-13%	54%	-9%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	65%	-29%	62%	-26%
Cohort Comparison		0%				
04	2022					
	2019	45%	67%	-22%	64%	-19%
Cohort Comparison		-36%				
05	2022					
	2019	33%	65%	-32%	60%	-27%
Cohort Comparison		-45%				
06	2022					
	2019	48%	60%	-12%	55%	-7%
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	33%	51%	-18%	53%	-20%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-33%				

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	49	43	20	43	38	15				
ELL	34	55	50	29	62	50	23				
BLK	39	56	41	19	47	54	10				
HSP	40	59	61	36	58	52	25				
WHT	67			58							
FRL	41	59	56	35	57	51	22				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI

ESSA Federal Index	
OVERALL Federal Index – All Students	49
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	64
Total Points Earned for the Federal Index	390
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
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Students With Disabilities	
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Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
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Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
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Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
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Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
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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%	0

Hispanic Students	
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Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

We had an improvement in Math in different categories. For example, our Learning Gains went up 21%, our proficiency 5%, and our Low 25 students had gains of 9%. In ELA we had an improvement of 3% in Learning Gains and our SWD had gains of 2%. We can attribute this improvement to those teachers that are implementing small groups and differentiated instruction.

On the other hand, we had a decrease of -1% in ELA proficiency, -9% in our Low 25. Our black students had a decrease of -13% in ELA achievement and -33.8% in our Low 25. Our other ESSA group, SWD student, had a decrease of -11% in ELA achievement and -17.9 in our Low 25. This decrease can be attributed to the lack of small group instruction, differentiated instruction, attendance issues, and academic language support. Additionally, science proficiency went down by -6%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

As a result of the state assessments, our greatest needs for improvement are within our proficiency within all subjects (ELA, Math, and Science). As we disaggregated data, we identified specific needs within our ESSA subgroups: ELA SWD & Black students, ELA achievement and Low 25. To support our academic expectations, we need to address attendance issues. As stated previously, we can attribute this deficiency to the lack of small group instruction, differentiated instruction, attendance issues, academic language.

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?

Contributing factors: Due to social distancing there was a lack of small group instruction and differentiated instruction. Also, teacher attendance, and the lack of certified teachers across grade levels, but specifically, ESE classrooms. The decrease in Science proficiency can be attributed to the lack of formal instruction that 5th graders had in the previous two years, It is relevant to point out, that a many of this standards are taught exclusively in 3rd and 4th grade and are not taught again in the 5th grade.

Actions: We will offer tutorial for students that need academic support in different areas. Also, we will improve the teaching of explicit vocabulary in both languages with implementation of small group instruction and differentiated instruction with fidelity across grade levels. In addition, we will offer training for teachers to master their knowledge on the BEST standards. Additionally, we will provide ESE Teachers (as many of our ESE teachers are new teachers), the proper training and support, (PLC) focused on Access Points standards. For Science, we will use the resources provided by our Instructional Superintendent in order to teach those standards that students might missed during the time of online instruction.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math low 25 (+9), Learning Gains(+21), and Proficiency (+5). This improvement can be attributed to teachers collaboratively planning together, the connections made within dual language instruction, students having the opportunity to use concrete resources such as manipulatives, paper based computation, and teachers being able to monitor more efficiently. In addition, we focused our PLCs to analyze data and plan for data driven instruction. This practice, allowed teachers and staff to collaborate in the development and intentional design of small. strategic groups.

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

We can attribute this improvement to students having the opportunity to use concrete resources such as manipulatives, paper based computation, and teachers being able to monitor more efficiently with brick and mortar instruction. Also, another contributing factor was the implementation of small groups and differentiated instruction. We noticed a correlation between students that showed proficiency and gains with classes that implemented differentiated and small group instruction consistently and with fidelity.

Our school, focused PLCs to analyze data and plan for data driven instruction. This practice, allowed teachers and staff to collaborate in the development and intentional design of small/strategic groups.

These groups were strategically designed to target the specific needs of diverse students and push them to grow.

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 after school 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-6, 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 after school 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-6, 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. For Science, we will use the resources provided by our Instructional Superintendent in order to teach those standards that students might have missed during the time of online instruction. 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 African American students, achieving below the Federal Index. Professional development will include small group instruction, BEST Standards for K-6 in reading and math, the rigor of the standards in reading and math K-6, and student engagement including the use of Nearpod to teach science standards. Teachers will benefit from PD focused on the alignment between standards, learning targets, and tasks. As an early intervention to increase student readiness, we offer a school year 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 hold an open house for families of incoming kindergarten children to visit and meet Teachers. Also, we will provide home learning activities to families to help them prepare children for kindergarten entry. Provide PD on new BEST standards, communication (newsletters), parent conferences, and welcoming schools.

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

To increase proficiency for all students in ELA, Math, and Science 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. Black and SWD students receive targeted instruction using data results from iReady and iStation(Spanish) as well as PM1.

Provide targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math and improve ELA Low 25 as we had a decrease. Data driven differentiated instruction will be planned and implemented to meet the needs of all students.

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

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.

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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

**Area of Focus
Description
and Rationale:
Include a
rationale that
explains how
it was
identified as a
critical need
from the data
reviewed.**

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 area. In recent years our ELA proficiency increased from 30% to 34%, but last year(FY22), we decreased to 27%.

**Measurable
Outcome:
State the
specific
measurable
outcome the
school plans
to achieve.
This should be
a data based,
objective
outcome.**

27% to 35% to be on target for meeting the Goal of Overall Academic Excellence of the Strategic Plan.

**Monitoring:
Describe how
this Area of
Focus will be
monitored for
the desired
outcome.**

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, iStation 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:
Describe the
evidence-
based strategy
being
implemented
for this Area
of Focus.**

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 iStation(Teacher directed lessons), Estrellita, Soluciones & Voyager 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 is a comprehensive English/Spanish Reading/Language Arts programs. Rigorous, integrated reading, writing, speaking, and listening instruction meets the needs of a balanced approach.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

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. Interventions that provide effective literacy intervention with authentic Spanish text to improve and sustain reading achievement using literacy and informational content-area titles.(Soluciones, IStation, Estrellita) 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 our ESSA subgroups as well.
3. AVID fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms.
4. Tutorial provides additional data driven instruction for students in need of remediation of specific standards.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 Black 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-throughsduring the instructional block.

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

2. Differentiated small group instruction will be utilized within all English Language Arts and Spanish Language Arts classrooms.
 - a. Use data to determine students who will receive Soluciones, Voyager, and LLI interventions.
 - b. Support Facilitation for SWDs will be provided by ESE teachers.
 - c. African American students support will be provided by the teachers 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.
 - e. During extended day reading, the fine arts teacher pull small groups of students focusing on Language skills.
 - f. School Leadership and coaches will monitor lesson plans, data analysis and conduct walkthroughs 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. 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.
 - b. Teachers will receive AVID training on Collaborative structures to engage students.

- c. Teacher will have data chats with students and set targets for ELA.
- d. 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 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.
 - c. Students will be selected and grouped for instruction based on the results from FSA, PM1(FAST)USAs, Istation, Advanced/ Adelante assessments, District diagnostics, and iReady assessments.
 - d. Monitoring for tutorials will be done through data analysis/ student progress, attendance, and review of lesson plans.

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

#2. Instructional Practice specifically relating to Small Group Instruction

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we deliver effective and relevant small group instruction to meet the needs of all students, within a single school culture, honoring the multiculturalism of our students, then we will increase the percentage of proficiency in ELA, Math, and Science (5th Grade). Also, this will improve our Low 25 percentage for our ESSA subgroups (Black & SWD)

Measurable Outcome:

State the specific measurable outcome the school plans to achieve.

This should be a data based, objective outcome.

To improve our Low 25 ESSA subgroups percentage in ELA (Black 41 to 62%%, SWD 43%-60%)

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Instructional practices in the area of ELA, Math and Science to differentiate instruction in small groups, will be monitored by conducting regular walkthroughs in classrooms and providing actionable feedback to teachers. iReady data, Benchmark assessments, Progress Monitoring (FAST), and District Diagnostics will be used to progress monitor outcomes for ELA, Math, and Science for all students with a focus within our ESSA subgroups.

Person responsible for monitoring outcome:

Kim Thomasson (kim.thomasson@palmbeachschools.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Teachers will plan for small group instruction based on student data obtained from IReady, Istation, Benchmark, Progress Monitoring, and FSQ/USA.
2. Differentiated small group instruction will be utilized within all classrooms. (JT, JR, 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)

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Data-driven small group instruction creates a more supportive and constructive school culture. It stops placing all accountability on the student for a lack of comprehension and instead creates a more supportive environment where students and teachers share responsibility.
2. Differentiated small group 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. Teachers will utilize: IReady, Istation, Benchmark, Progress Monitoring, and FSQ/USA data to plan for this type of instruction in an equitable manner. These results help with our ESSA subgroups as well.
3. AVID fosters a safe, open culture, high expectations for teachers and students, and collaboration in all classrooms.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will use student data to plan small group instruction strategically.

- a. Use data to determine small group rotations in Math, LA, and Science.
- b. Support Facilitation for SWDs will be provided by ESE teachers.
- c. Support for Black students will be provided by ESE and Regular Education teachers with a culturally teaching approach.
- d. Differentiation resources embedded within the enVision Math program, Benchmark, Stemscopes will be identified and implemented during small group instruction to enhance accessibility among proficiency levels
- e. School Leadership and coaches will monitor lesson plans, data analysis and conduct walkthroughs during the instructional block.

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

2. Teachers will implement differentiated small group instruction in all classrooms and provide students with intervention & remediation.

- a. Use data to determine students who will receive Soluciones, Voyager, and LLI interventions.
- b. All classrooms teachers provide small group instruction during their ELA, Math, and Science block, to include a technology rotation, and extended day reading.
- c. During extended day reading, the fine arts teacher pull small groups of students focusing on Language skills.
- d. School Leadership and coaches will monitor the implementation of small group instruction based on data analysis, and will conduct walkthroughs during the instructional block.

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

#3. -- Select below -- specifically relating to

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

If we deliver effective and relevant small group instruction to meet the needs of all students, within a single school culture, honoring the multiculturalism of our students, then we will increase our Low 25 students percentage in our ESSA subgroups (Black: 41% & SWD 43%). Also, implement small group instruction with fidelity to improve our proficiency school wide in Math, ELA, and Science(5th Grade).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Rationale for

Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy.

Describe the resources/criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standards-based instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Educate, Affirm, Inspire. Our instructional priority is to monitor student understanding and provide corrective feedback aligned to the benchmark and intended learning.

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to the iReady third diagnostic in FY22 20% of our incoming third grade students are reading at an on-grade level. iReady also shows that our overall primary grades proficiency is low.

Kindergarten- 25% Proficient, First Grade- 15% Proficient, Second Grade- 20% Proficient

Furthermore, PYG data indicates that student are not growing a year during the year of instruction. K- .6, 1st- .6 2nd- .77. It is evident that teacher need to differentiate instruction to meet the individual needs of students.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our FY22 ELA data shows our third-grade students were only 27% proficient on the FSA. The winter diagnostic indicated that 38% of students were predicted to be proficient by the FY22 FSA. This shows that students are entering third grade unprepared for the rigor of the state assessment and standards. By focusing on K-2 ELA, we can support foundational skills that will better prepare them for third grade and beyond. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. In addition, continue to achieve into 4th and 5th grade. Our 4th-6th grade data currently demonstrates and increase in ELA performance as noted below further

demonstrating a need to focus on K-2.

4th ELA FSA - 46%

5th ELA FSA - 41%

6th ELA FSA - 57%

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

By May 2023, increase the percent Kindergarten students scoring proficient from 25% on iReady diagnostic by 5% as measured by PM3.

By May 2023, increase the percent 1st Grade students scoring proficient from 15% on iReady diagnostic by 5% as measured by PM3.

By May 2023, increase the percent 2nd Grade students scoring proficient from 20% on iReady diagnostic by 5% as measured by PM3.

Grades 3-5: Measureable Outcome(s)

By May 2023, increase the percent 3rd Grade students scoring proficient from 27% on FSA ELA by 5% as measured by PM3.

By May 2023, increase the percent 4th Grade students scoring proficient from 46% on FSA ELA by 4% as measured by PM3.

By May 2023, increase the percent 5th Grade students scoring proficient from 41% on FSA ELA by 4% as measured by PM3.

By May 2023, maintain the percent 6th Grade students scoring proficient from 57% on FSA ELA to the PM3.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, iStation, Oral Reading Records (Benchmark), and weekly and unit assessments from the Benchmark in both English and Spanish.

We will also review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/ binder

reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Thomasson, Kim, kim.thomasson@palmbeachschools.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Teachers as well as supplemental support teachers will provide strategically, differentiated instructional support for all learnings.

2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep, focused, collaborative planning to support and strengthen data analysis and small group planning and implementation.

3. Professional Learning Community (PLC)/Professional Development/ Collaborative Planning will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development

of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize, and implements consistent and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. PLC's allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress. It also supports teacher in collaboration with best teaching strategies.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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Literacy Leadership

Develop a Literacy Leadership Team, consisting of

- ? School administrator,
- ? Reading coach,
- ? Single School Culture Coordinator,
- ? Media specialist,
- ? Lead teacher

Thomasson, Kim,
kim.thomasson@palmbeachschools.org

1. Develop a plan to monitor the implementation and ensure compliance with the reading plan
2. Walkthroughs to weekly monitor and support reading instruction and; intervention using the look for document.

Assessment:

1. Incorporate Small group instruction; focusing on four aspects of Literacy; writing, reading, speaking & listening) (Professional Learning/Literacy Coaching)

- a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium iReady, Benchmark Unit Assessments and FSQ's in Language Arts. Teacher will utilize Differentiated Instruction strategies and small group instruction (Assessment).
- b. Teachers will analyze student data to determine strengths and weaknesses in content area.
- c. Teachers will create all small group rotational cycles to ensure all students supported at their abilities
- d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
- e. Teachers follow District Assessment schedule of ongoing formative assessments to track student learning & adjust instruction continuously

Rodriguez, Jose,
jose.rodriguezmelendez@palmbeachschools.org

Interventions

1. Multi-Tiered System of Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time, and intensity needed for success.
2. Use K-5 Reading intervention with guidelines for schools to determine students' needs.

Thompson, Julie,
julie.thompson@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

In alignment with the Districts strategic plan to Educate, Affirm and Inspire, the 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.

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 Disabilities are in the Least Restricted Environment and that they have appropriate academic programming.

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 school culture and environment.

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.