

The School District of Palm Beach County

Elbridge Gale Elementary School



2017-18 Schoolwide Improvement Plan

Elbridge Gale Elementary School

1915 ROYAL FERN DR, Wellington, FL 33414

<https://eges.palmbeachschools.org>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | No | 55% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 64% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A* | A |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/8/2017.

SIP Authority and Template

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Elbridge Gale Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Southeast - LaShawn Russ-Porterfield | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Elbridge Gale Elementary is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Elbridge Gale Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Elbridge Gale Elementary integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Leadership and Professional Learning Communities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Teachers attend weekly Professional Learning Communities where student work and assessments are analyzed to determine areas of strengths and weaknesses to drive and reteach instruction. Teachers also attend weekly collegial planning providing opportunities for teachers to collaborate thereby developing more rigorous lessons. Teachers participate in regular data chats in which they use evidence to show and explain the data about their students, specific ways they are monitoring student progress, analyzing the data, and planning specific next steps to further student growth.

Our Principal ensures that relationship-building is a clear priority and engages community stakeholders (i.e. parents, students, teachers, school counselors, etc.) in assessing the current state of the cultural awareness and student-teacher relationships. Our school counselor will implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

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

Teachers will infuse the above curriculum during the Language Arts block by using books that correlate to each of these topics.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

- Provide professional development on social-emotional learning (i.e. learning strategies, social skills, and self-management skills) and its relationship to creating a positive, caring and supportive school community. Include examples of core (classroom guidance) and supplemental (solution focused small group counseling) supports;
- Articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines to the contexts students will encounter before/during/after school;
- Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/civil rights policies;
- Involve non-instructional staff, including office staff, bus drivers, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings and giving them instruction for reporting violations to appropriate supervisors;
- Provide professional development in methods of respectfully and effectively addressing disrespectful comments as well as methods for respectfully correcting misbehavior at the classroom and administrative levels;
- Create methods/formats where the characteristics of safety and respect can be assessed, monitored, and where strategies for improvement can be created, discussed, and supported.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")
- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

- Operational school based team that meets weekly to discuss students with barriers to academic and social success;
- Mentors assigned to students identified with SEL concerns;
- Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- Instruction and various campus activities that address social/emotional needs of students;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

- Utilize data systems to identify students who have attendance, behavioral or academic concerns
- Create data decision rules for number of absences or OSS before referral generated to SBT
- Ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules;
- Utilize the Student Development Plan Data Driven Practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). For example: attendance, etc.

b. Provide the following data related to the school's early warning system

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 |
| Attendance below 90 percent | 28 | 17 | 16 | 12 | 12 | 24 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 109 |
| One or more suspensions | 2 | 1 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 |
| Course failure in ELA or Math | 32 | 31 | 28 | 28 | 30 | 52 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 201 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 31 | 23 | 36 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 90 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | Total | |
|--|-------------|---|---|----|----|----|---|---|---|---|----|----|-------|----|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | 12 |
| Students exhibiting two or more indicators | 13 | 9 | 4 | 20 | 19 | 33 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 98 |

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- iReady, Reading Plus, ImagineLearning, SAI , iii, Tutorials, LLI, Lively Letters;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;

- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
- Create evidence-based interventions to close student need gaps related to earning warning system.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Meet the Teacher, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home, REMIND application, ParentLink
- Weekly school newsletter

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

- Work with community groups and businesses at integrating community services for young children and their families;
- Encourage parents and community members to share their skills and experiences with students as part of classroom activities;
- Curriculum Night will ensure parents receive curriculum information, Edline information and school website information;
- Provide parents with weekly newsletters to maintain school to family connection.
- Green Apple Day of Service

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|----------------------|---------------------|
| Pasterczyk, Gail | Principal |
| Phillips, Chad | Assistant Principal |
| Zimmer, Donna | Teacher, K-12 |
| Castellanos, Natasha | Teacher, K-12 |
| Madore, Kimberly | Teacher, K-12 |
| Sheppard, Tracy | Teacher, K-12 |
| Oldham, Michelle | Teacher, ESE |
| Sagovac, Emily | Teacher, K-12 |
| McAllister, Laura | Teacher, K-12 |

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Grade Level Chairs: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

ESE Contact/Speech Language Pathologist: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching. Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Rtl Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Elbridge Gale Elementary integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Professional Learning

Communities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|-------------------|----------------------------|
| Gail Pasterczyk | Principal |
| Jessica Picciano | Teacher |
| Olga Alvarez | Education Support Employee |
| Chad Phillips | Parent |
| Nicole DeFlorio | Business/Community |
| Brittney Soto | Teacher |
| Kareen Powell | Parent |
| Wesley Sippel | Parent |
| Jen Mitchell | Parent |
| Amy Keevey | Teacher |
| Brittany Freda | Teacher |
| Jamey Ferguson | Business/Community |
| Karla Sotomayor | Parent |
| Francia Blandford | Parent |
| Osiris Blanco | Student |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Review of last year's school improvement plan at initial meeting of school year to discuss FY17 strengths and weaknesses.

b. Development of this school improvement plan

The SAC chair and secretary are members of the school-based writing team. SAC members review and discuss strategies to assist in meeting the school goals. The SAC committee will meet the third Thursday of each month.

c. Preparation of the school's annual budget and plan

SAC provides input in matters concerning the disbursement of school improvement funds and other monies related to school improvement.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

N/A

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|----------------------|---------------------|
| Pasterczyk, Gail | Principal |
| Phillips, Chad | Assistant Principal |
| Zimmer, Donna | Teacher, K-12 |
| Castellanos, Natasha | Teacher, K-12 |
| Madore, Kimberly | Teacher, K-12 |
| Sheppard, Tracy | Teacher, K-12 |
| Sagovac, Emily | Teacher, K-12 |
| McAllister, Laura | Teacher, K-12 |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives for the 2017-2018 school year are:

1. Determining what shows "mastery" of each benchmark.
2. Provide professional development for new staff and supporting teachers. Provide opportunities for modeling and/or coaching with feedback.
3. Monitoring and planning for the needs of students.
4. Planning a Family Literacy Night.
5. Planning two Barnes and Noble Nights.
6. Monitoring the strategies in the SIP.
7. Implementing the literacy Units of Study provided by the district.
8. Storybook Character Day
9. Read Across America
10. Book Fair Family Night
11. International Dot Day
12. Summer Literacy Program

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and

supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

1. Regular meetings of new teachers with Principal/Assistant Principal.
2. Partnering new teachers with veteran staff.
3. National Board teachers will mentor new teachers.
4. Soliciting referrals from current employees.
5. Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.
6. Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.
7. Offer teachers opportunity to specialize in one subject through departmentalization.

Persons Responsible:

1. Principal
2. Assistant Principal
3. NBCT Teachers

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Common Planning
Professional Learning Communities (PLCs)

Educator Support Program (ESP) - ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance. Teachers model lessons and observe to provide feedback for new teachers. New teachers are paired with veteran, stellar teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

Use of Professional Learning Communities (PLCs); problem-solving, inquiry-driven research and analytical approaches for students; strategies and tools based on student needs; competency-based instruction; integrated digital instruction; and project-based instruction (Strategies).

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

Elbridge Gale Elementary ensures every teacher contributes to literacy improvement of every student by:

- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Providing instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress at the class and grade level during Grade Level Planning Meetings
- Conducting data chats with students
- Creating units of study based on current data
- Choosing methods of instruction for minilessons based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL

- Providing LLI (Leveled Literacy Intervention) instruction
 - Providing Process and Strategy charts for reminders of teaching
- Providing Lively Letters for students in VPK-1st grade

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

Tutoring level 1 and level 2 students in fourth and fifth grade in mathematics, reading and science twice a week for approximately 20 weeks.

Strategy Rationale

Enrichment activities that contribute to a well-rounded education.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pasterczyk, Gail, gail.pasterczyk@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Diagnostics, FSA, common assessments (FSQ, USA), RRR, ReadingPlus, and iReady.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Elbridge Gale Elementary currently has a VPK program that prepares four year olds for their transition to kindergarten. Teachers utilize curriculum provided by the school district. As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Elbridge Gale ES offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Elbridge Gale ES we engage in the following kindergarten transition activities:

- Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)
- Scheduling of a talk/meeting with preschool children's families
- Distribution of a letter, flyer or informational brochure sent to families of preschool children

- Holding open house for families of incoming kindergarten children
- Scheduling opportunities for preschool children to visit a kindergarten class and/or meet their future kindergarten teacher
- Making plans for preschool children to practice kindergarten routines, such as carrying lunch tray
- Scheduling opportunities or creating guides for reading books or having conversations with children about what kindergarten will be like
- Providing for the transmittal of written records of a child's experiences or status to the kindergarten teacher
- Providing opportunities for school-based and/or community-based, private preschool teachers to meet with kindergarten teachers to discuss standards and goals for children
- Providing of a summer program for rising kindergarten children
- Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten
- Providing home learning activities to families to help them prepare children for kindergarten entry

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

1. Hold a Career Week each year.
2. Implement "College Mondays" to allow students to wear a t-shirt from the college of their choice.
3. School Counselor will provide bulletin boards throughout the school to promote post secondary education.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading achievement on grade level by third grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading achievement on grade level by third grade. 1a

G094833

Targets Supported 1b

| Indicator | Annual Target |
|-------------------------------------|---------------|
| FSA ELA Achievement | 95.0 |
| ELA Achievement District Assessment | 78.0 |
| ELA Achievement District Assessment | 73.0 |

Targeted Barriers to Achieving the Goal 3

- Funds for tutoring
- Resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide daily guided reading for students by effectively implementing inclusion; students will use iReady, Reading Plus, SAI, and iii to support reading success. Leveled Literacy Intervention, iReady, Reading Plus, and cross curricular comprehension strategy reinforcement will be used to both aid and facilitate reaching the target goal. Daily practice as a bellringer will be implemented in all reading classes.

Plan to Monitor Progress Toward G1. 8

Progress Monitoring

Person Responsible

Gail Pasterczyk

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading achievement on grade level by third grade. **1**

 G094833

G1.B1 Funds for tutoring **2**

 B255065

G1.B1.S1 Funds will be used to pay for tutorial to increase student achievement. **4**

 S269498

Strategy Rationale

Increase student achievement through tutorials.

Action Step 1 **5**

School-wide events (Fall Fun Night, Literacy Night), PTO fundraisers, and Village of Wellington will be used to pay for tutoring.

Person Responsible

Gail Pasterczyk

Schedule

On 6/1/2018

Evidence of Completion

Tutorial attendance rosters.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Tutorial classroom visits.

Person Responsible

Gail Pasterczyk

Schedule

Monthly, from 10/1/2017 to 4/30/2018

Evidence of Completion

Tutorial rosters

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Tutorial classroom assessments

Person Responsible

Gail Pasterczyk


Schedule

Monthly, from 10/1/2017 to 4/30/2018


Evidence of Completion

District diagnostics, Classroom assessments and teacher observations

G1.B2 Resources 2

 B255066

G1.B2.S1 Professional development in the Language Arts Florida Standards and Spelling Inventory using Words Their Way. 4

 S269499

Strategy Rationale

Obtain resources and information to incorporate into the classroom.

Action Step 1 5

Literacy Units of Study, Administering a Spelling Inventory

Person Responsible

Gail Pasterczyk

Schedule

Monthly, from 9/1/2017 to 6/1/2018

Evidence of Completion

Meeting agenda and sign-in

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom Walkthrough

Person Responsible

Gail Pasterczyk

Schedule

Monthly, from 9/1/2017 to 6/5/2018

Evidence of Completion

Lesson plans, anchor charts, grade level developed scales/rubrics

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Monitor student data

Person Responsible

Gail Pasterczyk

Schedule

Weekly, from 9/1/2017 to 6/1/2018

Evidence of Completion

RRR, EDW, iReady, ReadingPlus, Spelling Inventory, district and state assessments

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|------------------|-------------------------------|---|----------------------|
| 2018 | | | | | |
| G1.B1.S1.MA1 M384640 | Tutorial classroom assessments | Pasterczyk, Gail | 10/1/2017 | District diagnostics, Classroom assessments and teacher observations | 4/30/2018 monthly |
| G1.B1.S1.MA1 M384641 | Tutorial classroom visits. | Pasterczyk, Gail | 10/1/2017 | Tutorial rosters | 4/30/2018 monthly |
| G1.MA1 M384646 | Progress Monitoring | Pasterczyk, Gail | 9/1/2017 | Assessment data | 6/1/2018 weekly |
| G1.B1.S1.A1 A359974 | School-wide events (Fall Fun Night, Literacy Night), PTO fundraisers, and Village of Wellington... | Pasterczyk, Gail | 9/1/2017 | Tutorial attendance rosters. | 6/1/2018 one-time |
| G1.B2.S1.MA1 M384642 | Monitor student data | Pasterczyk, Gail | 9/1/2017 | RRR, EDW, iReady, ReadingPlus, Spelling Inventory, district and state assessments | 6/1/2018 weekly |
| G1.B2.S1.A1 A359975 | Literacy Units of Study, Administering a Spelling Inventory | Pasterczyk, Gail | 9/1/2017 | Meeting agenda and sign-in | 6/1/2018 monthly |
| G1.B2.S1.MA1 M384643 | Classroom Walkthrough | Pasterczyk, Gail | 9/1/2017 | Lesson plans, anchor charts, grade level developed scales/rubrics | 6/5/2018 monthly |

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading achievement on grade level by third grade.

G1.B2 Resources

G1.B2.S1 Professional development in the Language Arts Florida Standards and Spelling Inventory using Words Their Way.

PD Opportunity 1

Literacy Units of Study, Administering a Spelling Inventory

Facilitator

Curriculum Literacy Specialists

Participants

K-5 Literacy teachers

Schedule

Monthly, from 9/1/2017 to 6/1/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

| | | | | | | |
|----------|--------------------|--|--|----------------|---------------|--------------------|
| 1 | G1.B1.S1.A1 | School-wide events (Fall Fun Night, Literacy Night), PTO fundraisers, and Village of Wellington will be used to pay for tutoring. | | | | \$32,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 3361 - Elbridge Gale Elementary School | | | \$5,000.00 |
| | | | <i>Notes: PTO</i> | | | |
| | | | 3361 - Elbridge Gale Elementary School | | | \$27,000.00 |
| | | | <i>Notes: Village of Wellington</i> | | | |
| 2 | G1.B2.S1.A1 | Literacy Units of Study, Administering a Spelling Inventory | | | | \$0.00 |
| | | | | | Total: | \$32,000.00 |