Elbridge Gale Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	49%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

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.

School Leadership Team

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
Crane, Nicole	Teacher, K-12

Duties

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 RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI 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.

Early Warning Systems

Year 2017-18

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	38	32	28	27	20	25	0	0	0	0	0	0	0	170
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	21	42	33	29	29	24	0	0	0	0	0	0	0	178
Level 1 on statewide assessment	0	0	0	21	13	20	0	0	0	0	0	0	0	54

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	8	16	10	18	18	18	0	0	0	0	0	0	0	88

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	4	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Wednesday 8/8/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Third grade ELA achievement had the greatest number of low performing students with 74% Level 3+, whereas grade 4 were at 83% Level 3+ and grade 5 were at 80% Level 3+.

Which data component showed the greatest decline from prior year?

• Math achievement declined -5% in grade 3 from 72% in 2017 to 67% in 2018.
• Math Learning Gains declined -1%, from 83% in 2017 to 82% in 2018. However, 82% Learning Gains is in the top 10% of gains district-wide.
• ELL subgroup showed the greatest decline of all subgroups, at -8% in Math Learning Gains from 2017 to 2018.

Which data component had the biggest gap when compared to the state average?

ELA, Math, and Science Achievement data did not reflect any gaps when compared to the state average.

Which data component showed the most improvement? Is this a trend?

• The ELA Lowest 25th Percentile improved from 47% in 2017 to 71% in 2018.
• ELA Learning Gains improved from 61% in 2017 to 77% in 2018.

- ELA Achievement in grade 5 improved from 65% in 2017 to 80% in 2018.
- Science Achievement in grade 5 improved from 71% in 2017 to 83% in 2018.

Describe the actions or changes that led to the improvement in this area.

ELA - increase in tutoring and use of additional teachers for iii and LLI intervention; use of ReadingPlus
Science - provided teachers with opportunities for National STEM certification; problem-based and project-based learning
Focus on iReady accuracy for ELA and Mathematics.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	81%	57%	56%	75%	52%	52%
ELA Learning Gains	77%	61%	55%	66%	56%	52%
ELA Lowest 25th Percentile	71%	56%	48%	56%	51%	46%
Math Achievement	81%	65%	62%	76%	61%	58%
Math Learning Gains	82%	63%	59%	74%	61%	58%
Math Lowest 25th Percentile	81%	53%	47%	57%	51%	46%
Science Achievement	83%	56%	55%	80%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	38 (28)	32 (17)	28 (16)	27 (12)	20 (12)	25 (24)	170 (109)
One or more suspensions	0 (2)	0 (1)	1 (0)	0 (0)	0 (1)	0 (2)	1 (6)
Course failure in ELA or Math	21 (32)	42 (31)	33 (28)	29 (28)	29 (30)	24 (52)	178 (201)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	21 (31)	13 (23)	20 (36)	54 (90)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	74%	56%	18%	57%	17%
	2017	74%	54%	20%	58%	16%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	83%	58%	25%	56%	27%
	2017	76%	57%	19%	56%	20%
Same Grade Comparison		7%				
Cohort Comparison		9%				

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	80%	59%	21%	55%	25%
	2017	65%	52%	13%	53%	12%
Same Grade Comparison		15%				
Cohort Comparison		4%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	67%	63%	4%	62%	5%
	2017	72%	62%	10%	62%	10%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	86%	63%	23%	62%	24%
	2017	80%	64%	16%	64%	16%
Same Grade Comparison		6%				
Cohort Comparison		14%				
05	2018	85%	66%	19%	61%	24%
	2017	84%	61%	23%	57%	27%
Same Grade Comparison		1%				
Cohort Comparison		5%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	81%	56%	25%	55%	26%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	59	73	71	61	76	84	50				
ELL	61	70	56	64	81	87					
ASN	95	87		95	90		100				
BLK	74	77	86	69	77	86	76				
HSP	79	75	57	84	83	85	79				
MUL	68	56		71	78						
WHT	85	80	84	83	81	67	90				
FRL	78	74	66	75	79	81	76				

				2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS							
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	47	44	35	57	76	70	48				
ELL	59	58	60	65	89						
ASN	95	75		95	96		91				
BLK	64	58	59	75	78	75	59				
HSP	72	60	32	77	86	72	70				
MUL	50	50		64	67						
WHT	77	62	54	84	83	73	72				
FRL	66	58	49	76	83	72	63				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure progress towards student achievement within ELA instruction in alignment with the District's Strategic Plan to support the expectations of LTO #1, Increase Reading on Grade Level by 3rd Grade.
Rationale	• Grade 3 ELA is the lowest performing achievement area showing 0% growth from 2017 to 2018.
Intended Outcome	Improve ELA Proficiency in grade 3 by 2% (74%-76%) to be on target for meeting the LTO of the Strategic Plan by 2021.
Point Person	Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

Action Step	
Description	Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a Single School Culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas: • Provide daily guided reading for students by effectively implementing inclusion. • Student 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. • Academic tutors will provide classroom support for small group differentiated instruction for Level 1 and Level 2 students.
Person Responsible	Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	• Monitoring progress at the class and grade level during Grade Level Planning meetings (classroom and FSQ/USA assessments). • Conducting data chats with students.
Person Responsible	Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

•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 Student Info System (SIS) 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

PFEP Link

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

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.

•Use of SEL curriculum in grades K-5
•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).

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.

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
- 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
- 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
- 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

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 RtI 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. We have earned a "Gold School" award for our SwPBS successes.

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.

Part V: Budget	
Total:	**$45,000.00**