2013-2014 SCHOOL IMPROVEMENT PLAN

Elbridge Gale Elementary School

1915 ROYAL FERN DR

Wellington, FL 33414

561-422-9300

www.edline.net/pages/elbridge_gale_es

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	No	51%

Alternative/ESE Center	Charter School	Minority Rate
No	No	61%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	B	A	A

SIP Authority and Template

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

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

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

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Expected Improvements

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

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

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

Part III: Coordination and Integration

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

Appendix 1: Professional Development Plan to Support Goals

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

Appendix 2: Budget to Support Goals

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2013-14 DA Category and Statuses

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

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

Current School Status

School Information

School-Level Information

School
Elbridge Gale Elementary School

Principal
Gail Pasterczyk

School Advisory Council chair
Sheila Galera

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

Name	Title
Gail Pasterczyk	Principal
Chad Phillips	Assistant Principal

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

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

Membership of the SAC

The SAC membership is comprised of the Principal, Assistant Principal, teachers, non-instructional staff, community members and business partners. There are more non-school based members that school district employees. The membership reflects the demographics of our school.

Involvement of the SAC in the development of the SIP

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 with meet the third Thursday of each month.

Activities of the SAC for the upcoming school year

Monitor the school improvement plan
Vote on A+ money
Discuss concerns and brainstorm solutions

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

N/A

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

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

Highly Qualified Staff

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

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Gail Pasterczyk		
Principal	Years as Administrator: 14	Years at Current School: 8

Credentials	BS – Elementary and Exceptional Student Education, SUNY College at Buffalo; Master of Science in Education, SUNY College at Buffalo; Educational Leadership Certification and 30 credits beyond MS, NOVA University; Educational Leadership Certification - State of Florida; Not ESOL Endorsed
Performance Record	Principal of Elbridge Gale Elem 2011-2012: Grade:B, Reading Mastery:73%, Math Mastery:67%, Science Mastery: 76% Writing Mastery: 91%, Learning Gains in Reading:64% Learning Gains in Math: 49% Lowest 25% Reading: 67% Lowest 25% Math: 33% 2010-2011: Grade:A, Reading Mastery:87%, Math Mastery:87%, Science Mastery: 75% Writing Mastery: 100%, Learning Gains in Reading:73% Learning Gains in Math: 65% Lowest 25% Reading: 69% Lowest 25% Math: 65%,AYP:92% 2009-2010: Grade: A, Reading Mastery: 87%, Math Mastery:87%, Science Mastery:71%, Writing Mastery: 98%, Learning Gains in Reading: 71%, Learning Gains in Math: 76%, Lowest 25% Reading: 59% Lowest 25% Math:84%, AYP: 2008-2009: Grade: A, Reading Mastery: 88%, Math Mastery: 92%, Science Mastery: 76%, Writing Mastery: 100%. AYP: Yes – 100%. 2007-2008: Grade: A, Reading Mastery: 88%, Math Mastery: 92%, Science Mastery: 64%, Writing Mastery: 96%. AYP: Yes – 100%. 2006-2007: Grade: A, Reading Mastery: 88%, Math Mastery: 88%, Science Mastery: 71%, Writing Mastery: 97%. AYP: Yes – 100%. 2005-2006:

Grade: A, Reading Mastery:
88%, Math Mastery: 92%,
Science Mastery: 64%, Writing Mastery:
96%. AYP: Yes – 100%.
Principal of Indian Pines Elem:
2004-2005
Grade: A, Reading Mastery:
70%, Math Mastery: 69%,
Writing Mastery: 96%. AYP: No - 90%
Provisional
2003-2004:
Grade: A, Reading Mastery:
68%, Math Mastery: 65%,
Writing Mastery: 90%. AYP: No -97%.
2002-2003:
Grade: A
2001 – 2002
Grade: A
2000 – 2001
Grade: B
1999 – 2000
Grade: C
(1998 – 1999 with previous Principal –
Grade: D)

Chad Phillips		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	M.S. in Education – Educational Leadership, Walden University, December 2008 B.A., Biology - University of Delaware Newark, DE December 1995
Performance Record	K-12 Science Specialist, Area 1, School District of Palm Beach County, 2012-2013 Galaxy Elementary: Science Proficiency FY12-32%; FY13-52% Elementary Science Program Planner, Division of Curriculum, School District of Palm Beach County, 2009- 2012 District Grade: A

Instructional Coaches

# of instructional coaches

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers
77

 # receiving effective rating or higher
77, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
68, 88%

 # ESOL endorsed
53, 69%

 # reading endorsed
5, 6%

 # with advanced degrees
28, 36%

 # National Board Certified
4, 5%

 # first-year teachers
1, 1%

 # with 1-5 years of experience
23, 30%

 # with 6-14 years of experience
28, 36%

 # with 15 or more years of experience
25, 32%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
0, 0%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

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

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

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.
Persons Responsible:
1. Principal
2. Assistant Principal
3. NBCT Teachers

Teacher Mentoring Program/Plan

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

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

Common Planning
LTM Collaboration
Educator Support Program
Teachers model lessons and observe to provide feedback for new teachers. New teachers are paired with veteran, stellar teachers.

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

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

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

The 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.

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

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.
Select General Education Teachers (Primary and Intermediate): 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.

Exceptional Student Education (ESE) Teachers: 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.

Instructional Coach Literacy:

Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Instructional Specialist: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: 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

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to
assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

(AIMS web), Florida Comprehensive Assessment Test (FCAT)
Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Early Reading

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. The RtI team will also evaluate additional staff PD needs during the weekly RtI Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

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

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

Strategy: Before or After School Program

Minutes added to school year: 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 Purpose(s)

- Instruction in core academic subjects

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

Diagnostics, FCAT, common assessments and RRR.

Who is responsible for monitoring implementation of this strategy?

Administration and teachers providing tutoring.

Literacy Leadership Team (LLT)

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

Name	Title
Gail Pasterczyk	Principal
Chad Phillips	Assistant Principal
Donna Zimmer	Kindergarten Grade Chair
Natasha Rivas	First Grade Chair
Laura Arena	Second Grade Chair
Kim Madore	Third Grade Chair
Ben Scozzaro	Fourth Grade Chair
Shiela Galera	Fifth Grade Chair

How the school-based LLT functions

The team meets once a week to engage in the following activities:
Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Major initiatives of the LLT

The major initiatives for the 2013-2014 school year are:
1. Aligning the "grade book" to the new standards.
2. Determining what shows "mastery" of each benchmark.
3. Training new staff and supporting teachers.
4. Monitoring and planning for the needs of students.
5. Planning a Family Literacy Night.
6. Planning Two Barnes and Noble Nights.
7. Monitoring the strategies in the SIP.
8. Supporting the roll-out of the district literacy program.

Every Teacher Contributes to Reading Instruction

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

All teachers receive on-going training as needed to build their skills.
All K-3 literacy teachers are receiving LLI training.
Mathematics and science teachers incorporate journal writing in their daily instruction.
Writing across curriculum is expected of all teachers.

Preschool Transition

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

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

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.

Expected Improvements

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

Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	76%	73%	No	78%
American Indian				
Asian	89%	78%	No	90%
Black/African American	70%	59%	No	73%
Hispanic	71%	68%	No	74%
White	82%	81%	No	84%
English language learners	65%	33%	No	69%
Students with disabilities	61%	51%	No	65%
Economically disadvantaged	68%	66%	No	72%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	145	31%	34%
Students scoring at or above Achievement Level 4	198	42%	44%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	304	64%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	40	67%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	25	37%	39%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	26%	28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	20	30%	32%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	140	90%	92%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	66%	No	80%
American Indian				
Asian	100%	83%	No	100%
Black/African American	64%	52%	No	68%
Hispanic	73%	68%	No	76%
White	85%	71%	No	87%
English language learners	65%	33%	No	69%
Students with disabilities	63%	44%	No	67%
Economically disadvantaged	67%	59%	No	70%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	131	28%	37%
Students scoring at or above Achievement Level 4	182	39%	43%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		69%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	233	49%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	17	33%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	58	37%	39%
Students scoring at or above Achievement Level 4	61	39%	41%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	20		22
Participation in STEM-related experiences provided for students	1048	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	22	2%	2%
Students retained, pursuant to s. 1008.25, F.S.	16	2%	2%
Students who are not proficient in reading by third grade	56	33%	31%
Students who receive two or more behavior referrals	52	5%	4%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	7	1%	1%

Area 9: Parent Involvement

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

Parental involvement targets for the school

By May 1, 2014 EGES will complete the Five Star Book and document that we met the criteria for the Five Star
Award for the seventh year in a row.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Boo Night, Curriculum Night, Literacy Night	833	80%	80%

Area 10: Additional Targets

Additional targets for the school

Elbridge Gale Elementary 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:
1. History of Holocaust
2. History of Africans and African Americans
3. Hispanic Contributions
4. Women's Contributions
5. Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Utilization of K-5 lessons on Learning Village	54	100%	100%

Goals Summary

G1. By spring 2014, 66%of students overall will make learning gains in reading, and 69% of students in the lowest 25% will make learning gains in reading as measured by the Reading FCAT 2.0.

G2. By spring 2014, 50% of students overall will make learning gains in math, and 50% of students in the lowest 25% will make learning gains in math as measured by the Mathematics FCAT 2.0.

Goals Detail

G1. By spring 2014, 66%of students overall will make learning gains in reading, and 69% of students in the lowest 25% will make learning gains in reading as measured by the Reading FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Provide daily guided reading for students in the lowest 25% by effectively implementing inclusion; students will use Reading Plus, SAI, and iii to support reading success. Leveled Literacy Intervention, FCAT explorer, Riverdeep, Reading Plus, and cross curricular comprehension strategy reinforcement will be used to bot aid and facilitate reaching the target goal. Daily practice as a bellringer will be implemented in all reading classes.

Targeted Barriers to Achieving the Goal

- Money for tutoring.

- Resources

- Time

Plan to Monitor Progress Toward the Goal

Progress Monitoring

Person or Persons Responsible
Teachers and administration

Target Dates or Schedule:
Monthly

Evidence of Completion:
Assessment data

G2. By spring 2014, 50% of students overall will make learning gains in math, and 50% of students in the lowest 25% will make learning gains in math as measured by the Mathematics FCAT 2.0.

Targets Supported

Resources Available to Support the Goal

- Teachers will utilize GIZMOS, FCAT Explorer, Riverdeep, GO MATH, ThinkCentral, Core K-12, FAST Math, and other mathematics related technology at all grade levels to enhance mathematics skills.

- Manipulatives

- Learning Village

Targeted Barriers to Achieving the Goal

- Money

- Resources

- Time

Plan to Monitor Progress Toward the Goal

Data chats, assessments (formal and informal), Item Analysis

Person or Persons Responsible
Teachers

Target Dates or Schedule:
Weekly

Evidence of Completion:
Learning gains

Action Plan for Improvement

Problem Solving Key

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

G1. By spring 2014, 66%of students overall will make learning gains in reading, and 69% of students in the lowest 25% will make learning gains in reading as measured by the Reading FCAT 2.0.

G1.B1 Money for tutoring.

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

Action Step 1

School-wide events (Boosterthon, selling coupon books, Literacy Night) will be used to pay for tutoring.

Person or Persons Responsible

PTO/Staff

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Tutorial attendance rosters.

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

Tutorial classroom visits.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly from November through April

Evidence of Completion

Tutorial rosters

Plan to Monitor Effectiveness of G1.B1.S1

Tutorial classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly November through April

Evidence of Completion

District diagnostics

G1.B1.S2 PTO

Action Step 1

Parent/Teacher Organization

Person or Persons Responsible

PTO board members including principal

Target Dates or Schedule

Monthly meetings

Evidence of Completion

purchases of teaching resources using PTO funds

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

PTO funds

Person or Persons Responsible

Administration, bookkeeper, and PTO board members

Target Dates or Schedule

throughout the school year

Evidence of Completion

receipts, implementation of resources purchased with PTO funds

Plan to Monitor Effectiveness of G1.B1.S2

PTO funds

Person or Persons Responsible

Administration, PTO members, bookkeeper

Target Dates or Schedule

throughout the year

Evidence of Completion

PTO purchases positively impacts student learning gains in reading

G1.B1.S3 Business Partners

Action Step 1

Community/School business partners

Person or Persons Responsible

Chick-fil-A, Menchie's, dry-cleaner, Barnes and Noble

Target Dates or Schedule

throughout the year

Evidence of Completion

donation from business partners

Plan to Monitor Fidelity of Implementation of G1.B1.S3

Business Partner fundraising

Person or Persons Responsible

Administration, business partners, bookkeeper

Target Dates or Schedule

throughout the school year

Evidence of Completion

receipts, account balances

Plan to Monitor Effectiveness of G1.B1.S3

Business Partner fundraising

Person or Persons Responsible

Administration, business partners, bookkeeper

Target Dates or Schedule

At the end of the school year

Evidence of Completion

Funding from business spent on resources for student reading achievement

G1.B2 Resources

G1.B2.S1

Action Step 1

Literacy Roll-out Cohort

Person or Persons Responsible

K-5 Literacy teachers

Target Dates or Schedule

Various assigned dates (after school, Professional Development Days, Elementary In-Service Days)

Evidence of Completion

Meeting agenda and sign-in

Facilitator:

Curriculum Literacy Specialists

Participants:

K-5 Literacy teachers

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B3 Time

G1.B3.S1 Tutoring

Action Step 1

Small-group tutorials using research-based methods

Person or Persons Responsible

Teachers

Target Dates or Schedule

Before-school, after-school, Saturdays

Evidence of Completion

Attendance in tutoring, progress monitoring of scores in tutorials, progress monitoring of classroom scores of students attending tutorials

Plan to Monitor Fidelity of Implementation of G1.B3.S1

Pre-test and post-test, Reading levels (F&P RRR) before and after tutoring

Person or Persons Responsible

Teachers, Administration

Target Dates or Schedule

1st day and last day of tutorial

Evidence of Completion

Scores of pre-test and post-test, gains in F&P RRR level

Plan to Monitor Effectiveness of G1.B3.S1

Progress Monitoring

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

weekly

Evidence of Completion

assessment data

G2. By spring 2014, 50% of students overall will make learning gains in math, and 50% of students in the lowest 25% will make learning gains in math as measured by the Mathematics FCAT 2.0.

G2.B1 Money

G2.B1.S1 Money for tutoring.

Action Step 1

School-wide events (Boosterthon, selling coupon books, Literacy Night) will be used to pay for tutoring.

Person or Persons Responsible

PTO/Staff

Target Dates or Schedule

Ongoing throughout the year

Evidence of Completion

Tutorial attendance rosters.

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

Tutorial classroom visits.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly from November through April

Evidence of Completion

Tutorial rosters

Plan to Monitor Effectiveness of G2.B1.S1

Tutorial classroom assessments

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly November through April

Evidence of Completion

District diagnostics

G2.B1.S2 PTO

Action Step 1

Parent/Teacher Organization

Person or Persons Responsible

PTO board members including principal

Target Dates or Schedule

Monthly meetings

Evidence of Completion

purchases of teaching resources using PTO funds

Plan to Monitor Fidelity of Implementation of G2.B1.S2

PTO funds

Person or Persons Responsible

Administration, bookkeeper, and PTO board members

Target Dates or Schedule

throughout the school year

Evidence of Completion

receipts, implementation of resources purchased with PTO funds

Plan to Monitor Effectiveness of G2.B1.S2

PTO funds

Person or Persons Responsible

Administration, PTO members, bookkeeper

Target Dates or Schedule

throughout the year

Evidence of Completion

PTO purchases positively impacts student learning gains in math

G2.B1.S3 Business partners

Action Step 1

Community/School business partners

Person or Persons Responsible

Chick-fil-A, Menchie's, dry-cleaner

Target Dates or Schedule

throughout the year

Evidence of Completion

donation from business partners

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Business Partner fundraising

Person or Persons Responsible

Administration, business partners, bookkeeper

Target Dates or Schedule

throughout the school year

Evidence of Completion

receipts, account balances

Plan to Monitor Effectiveness of G2.B1.S3

Business Partner fundraising

Person or Persons Responsible

Administration, business partners, bookkeeper,

Target Dates or Schedule

At the end of the school year

Evidence of Completion

Funding from business spent on resources for student math achievement

G2.B2 Resources

G2.B2.S3 Professional development

Action Step 1

Blended NGSSS and Common Core Standards strategies.

Person or Persons Responsible

Area 3 Mathematics Specialists K-5 Mathematics teachers

Target Dates or Schedule

Various dates (after school, Professional Development Days, Elementary In-service)

Evidence of Completion

Meeting agenda and sign-in

Facilitator:

School District of Palm Beach County Area 3 Mathematics Specialists

Participants:

K-5 Mathematics teachers

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B2.S3

   Person or Persons Responsible

   Target Dates or Schedule

   Evidence of Completion

G2.B3 Time

G2.B3.S1 Tutoring

   Action Step 1

   Small-group tutorials using research-based methods

      Person or Persons Responsible

      Teachers

      Target Dates or Schedule

      Before-school, after-school, Saturdays

      Evidence of Completion

      Attendance in tutoring, progress monitoring of scores in tutorials, progress monitoring of classroom scores of students attending tutorials

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Pre-test and post-test

   Person or Persons Responsible

   Teachers, Administration

   Target Dates or Schedule

   1st day and last day of tutorial

   Evidence of Completion

   Scores of pre-test and post-test

Plan to Monitor Effectiveness of G2.B3.S1

Progress Monitoring

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Weekly

Evidence of Completion

Assessment data

Coordination and Integration

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

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

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

Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

G1. By spring 2014, 66%of students overall will make learning gains in reading, and 69% of students in the lowest 25% will make learning gains in reading as measured by the Reading FCAT 2.0.

G1.B2 Resources

G1.B2.S1

PD Opportunity 1

Literacy Roll-out Cohort

Facilitator

Curriculum Literacy Specialists

Participants

K-5 Literacy teachers

Target Dates or Schedule

Various assigned dates (after school, Professional Development Days, Elementary In-Service Days)

Evidence of Completion

Meeting agenda and sign-in

G2. By spring 2014, 50% of students overall will make learning gains in math, and 50% of students in the lowest 25% will make learning gains in math as measured by the Mathematics FCAT 2.0.

G2.B2 Resources

G2.B2.S3 Professional development

PD Opportunity 1

Blended NGSSS and Common Core Standards strategies.

Facilitator

School District of Palm Beach County Area 3 Mathematics Specialists

Participants

K-5 Mathematics teachers

Target Dates or Schedule

Various dates (after school, Professional Development Days, Elementary In-service)

Evidence of Completion

Meeting agenda and sign-in

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By spring 2014, 66%of students overall will make learning gains in reading, and 69% of students in the lowest 25% will make learning gains in reading as measured by the Reading FCAT 2.0.	$8,718
G2.	By spring 2014, 50% of students overall will make learning gains in math, and 50% of students in the lowest 25% will make learning gains in math as measured by the Mathematics FCAT 2.0.	$15,000
	Total	$23,718

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Village of Wellington - Keely Spinelli Education Grant	$23,718	$23,718
Total	$23,718	$23,718

Budget Details

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

G1. By spring 2014, 66%of students overall will make learning gains in reading, and 69% of students in the lowest 25% will make learning gains in reading as measured by the Reading FCAT 2.0.

G1.B3 Time

G1.B3.S1 Tutoring

Action Step 1

Small-group tutorials using research-based methods

Resource Type

Personnel

Resource

Tutoring our level 1 and level 2 4th and 5th graders who are in the lowest 25% based on last year's Reading FCAT. Tutor one hour twice a week for a total of 22 weeks.

Funding Source

Village of Wellington - Keely Spinelli Education Grant

Amount Needed

$8,718

G2. By spring 2014, 50% of students overall will make learning gains in math, and 50% of students in the lowest 25% will make learning gains in math as measured by the Mathematics FCAT 2.0.

G2.B3 Time

G2.B3.S1 Tutoring

Action Step 1

Small-group tutorials using research-based methods

Resource Type

Personnel

Resource

Tutoring our level 1 and level 2 4th and 5th graders who are in the lowest 25% based on last year's Mathematics FCAT. Tutor one hour twice a week for a total of 22 weeks.

Funding Source

Village of Wellington - Keely Spinelli Education Grant

Amount Needed

$15,000