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Elbridge Gale Elementary School

1915 ROYAL FERN DR, Wellington, FL 33414

<https://eges.palmbeachschools.org>

Demographics

Principal: Gail Pasterczyk

Start Date for this Principal: 8/1/2005

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: A (79%) 2016-17: A (70%) 2015-16: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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Elbridge Gale Elementary School

1915 ROYAL FERN DR, Wellington, FL 33414

<https://eges.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>55%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>67%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Pasterczyk, Gail	Principal	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.
Phillips, Chad	Assistant Principal	Assistant 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. Monitor the work of the instructional teams and helps to keep them focused on instructional improvement.
Zimmer, Donna	Teacher, K-12	<p>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.</p> <p>School Leadership Team routinely reviews the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership/stakeholder efforts are maintained for reference.</p> <p>School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.</p>
Castellanos, Natasha	Teacher, K-12	<p>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.</p> <p>School Leadership Team will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership /stakeholder efforts are maintained for reference.</p> <p>School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.</p>

Name	Title	Job Duties and Responsibilities
Madore, Kimberly	Teacher, K-12	<p>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.</p> <p>School Leadership Team will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership /stakeholder efforts are maintained for reference.</p> <p>School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.</p>
Sheppard, Tracy	Teacher, K-12	<p>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.</p> <p>School Leadership Team will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership /stakeholder efforts are maintained for reference.</p> <p>School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.</p>
Oldham, Michelle	Teacher, ESE	<p>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.</p>
Sagovac, Emily	Teacher, K-12	<p>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.</p> <p>School Leadership Team will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and</p>

Name	Title	Job Duties and Responsibilities
		<p>annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership /stakeholder efforts are maintained for reference.</p> <p>School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.</p>
<p>McAllister, Laura</p>	<p>Teacher, K-12</p>	<p>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.</p> <p>School Leadership Team will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership /stakeholder efforts are maintained for reference.</p> <p>School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.</p>
<p>Crane, Nicole</p>	<p>Teacher, K-12</p>	<p>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.</p> <p>School Leadership Team will routinely review the components of the SIP to assess implementation and results in an effort to promote a continuous cycle of improvement and inquiry. The SIP is subject to periodic modifications and annual revision with an opportunity for stakeholder engagement and feedback. Documentation of all leadership /stakeholder efforts are maintained for reference.</p>

Demographic Information

Principal start date

Monday 8/1/2005, Gail Pasterczyk

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

53

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (78%) 2017-18: A (79%) 2016-17: A (70%) 2015-16: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	128	125	186	177	184	159	0	0	0	0	0	0	0	959
Attendance below 90 percent	19	33	34	18	20	27	0	0	0	0	0	0	0	151
One or more suspensions	0	1	0	1	0	3	0	0	0	0	0	0	0	5
Course failure in ELA	15	47	29	29	25	12	0	0	0	0	0	0	0	157
Course failure in Math	2	7	7	15	8	20	0	0	0	0	0	0	0	59
Level 1 on 2019 statewide ELA assessment	0	0	0	14	4	7	0	0	0	0	0	0	0	25
Level 1 on 2019 statewide Math assessment	0	0	0	22	11	8	0	0	0	0	0	0	0	41
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	47	54	49	0	0	0	0	0	0	0	150
FY20 Math Winter Diag Levels 1 & 2	0	0	0	30	42	18	0	0	0	0	0	0	0	90

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	9	21	12	16	12	12	0	0	0	0	0	0	0	82

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	2	3	9	10	12	17	0	0	0	0	0	0	0	53
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/1/2020

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	134	181	187	187	157	190	0	0	0	0	0	0	0	1036
Attendance below 90 percent	46	25	27	14	31	29	0	0	0	0	0	0	0	172
One or more suspensions	1	2	1	0	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	45	43	42	27	36	27	0	0	0	0	0	0	0	220
Level 1 on statewide assessment	0	0	0	28	14	24	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	19	8	9	21	17	18	0	0	0	0	0	0	0	92

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	7	8	8	14	14	14	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	134	181	187	187	157	190	0	0	0	0	0	0	0	1036
Attendance below 90 percent	46	25	27	14	31	29	0	0	0	0	0	0	0	172
One or more suspensions	1	2	1	0	1	0	0	0	0	0	0	0	0	5
Course failure in ELA or Math	45	43	42	27	36	27	0	0	0	0	0	0	0	220
Level 1 on statewide assessment	0	0	0	28	14	24	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	19	8	9	21	17	18	0	0	0	0	0	0	0	92

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	7	8	8	14	14	14	0	0	0	0	0	0	0	65
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	81%	58%	57%	73%	53%	55%
ELA Learning Gains	74%	63%	58%	61%	59%	57%
ELA Lowest 25th Percentile	67%	56%	53%	47%	55%	52%
Math Achievement	83%	68%	63%	81%	62%	61%
Math Learning Gains	86%	68%	62%	83%	62%	61%
Math Lowest 25th Percentile	83%	59%	51%	73%	53%	51%
Science Achievement	73%	51%	53%	71%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	75%	54%	21%	58%	17%
	2018	74%	56%	18%	57%	17%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	87%	62%	25%	58%	29%
	2018	83%	58%	25%	56%	27%
Same Grade Comparison		4%				
Cohort Comparison		13%				
05	2019	77%	59%	18%	56%	21%
	2018	80%	59%	21%	55%	25%
Same Grade Comparison		-3%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	65%	0%	62%	3%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	67%	63%	4%	62%	5%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	86%	67%	19%	64%	22%
	2018	86%	63%	23%	62%	24%
Same Grade Comparison		0%				
Cohort Comparison		19%				
05	2019	87%	65%	22%	60%	27%
	2018	85%	66%	19%	61%	24%
Same Grade Comparison		2%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	73%	51%	22%	53%	20%
	2018	81%	56%	25%	55%	26%
Same Grade Comparison		-8%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	62	64	50	64	82	81	37				
ELL	73	66	80	75	87	79	75				
ASN	90	61		98	86		85				
BLK	70	69	47	68	80	63	48				
HSP	83	76	83	77	85	87	77				
MUL	81	70		85	75		77				
WHT	83	78	70	90	91	93	75				
FRL	78	71	64	76	84	81	69				

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				

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
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	79
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	81
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	63
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners

Federal Index - English Language Learners	77
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	64
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	83
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	75
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Fourth grade ELA achievement based on District Diagnostic data showed the greatest decline from 75% in FY19 to 65% in FY20. Also, third grade FY19 FSA ELA achievement had the greatest number of low performing students with 75% Level 3+, whereas grade 4 were at 87% Level 3+ and grade 5 were at 77% Level 3+.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Grade 5 Science achievement based on the District Diagnostic declined -13% from 78% in 2019 to 65% in 2020. A factor was district funds not available during the FY20 school year for tutoring.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

English Language Arts, Mathematics, and Science achievement data did not reflect any gaps when compared to the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

The Mathematics Achievement District Diagnostic data improved from 85% in 2019 to 90% in 2020. The Multi-Ethnic subgroup showed the greatest increase of all subgroups for Math Achievement from 79% in 2019 to 90% in 2020. New actions for Mathematics were an increase in tutoring and use of additional teachers for grade 5.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Based on the EWS data, one area of concern is the number of grade 2 students with attendance below 90 percent. The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to not be actively involved in school. This negatively affects their social and emotional growth towards future success.

At Elbridge Gale Elementary, our SwPBS team regularly discusses attendance at their monthly meetings. We develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we visit classrooms with certificates and brag tags and conduct drawings for restaurant gift cards.

Also, our School Counselor and Behavior Health Specialist make parent contact with our families with students with >10% absentee rate to provide resources.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase third grade ELA achievement based on the district's Strategic Plan long-term outcome 1. For students in elementary school, literacy is key to lifelong learning and opportunities for success.

Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction support and enrich each other. Students must be provided with experience in all these areas if they are to achieve success. Actively discussing what has been read encourages learners to make connections and think deeply about the ideas contained in texts. Teachers follow up the reading or viewing of a text with a discussion of what it made learners think and feel. Teachers encourage students to immerse themselves in reading frequently. This involves exposure to a variety of different genres, such as novels, graphic novels, magazines, fiction/nonfiction, and websites.

2. Increase Grade 4 mathematics achievement.

Mathematics learning at the elementary level correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps students make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and makes a contribution to their development as successful learners. Mathematics offers students a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language.

3. Increase Grade 5 science achievement to previous level.

Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting aren't just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. Hands-on learning connects theory and practice while reinforcing practical applications. These are skills elementary students will hone, refine and add to as they continue their education and topics and methods become increasingly sophisticated. The curiosity and creativity they develop will help sustain attention, grit and perseverance to attend to problems and work out solutions.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Elbridge Gale Elementary's area of focus is 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. The rationale is Grade 3 ELA is the lowest performing achievement area showing 1% growth from 2018 to 2019 based on FSA ELA achievement. The ELA Achievement District Diagnostic data for FY20 also displayed a weakness with 74% of students at a level 3+.

Measurable Outcome: Improve ELA achievement in grade 3 by 1% to be on target for meeting the LTO of the Strategic Plan by 2021.

Person responsible for monitoring outcome: Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

Evidence-based Strategy:

1. Students will be provided daily guided reading by effectively implementing inclusion.
2. Students will use iReady, Reading Plus, Supplemental Academic Instruction (SAI) and iii to support reading success.
3. Leveled Literacy Instruction and cross curricular comprehension strategy reinforcement will be used to both aid and facilitate reaching the target goal.

Rationale for Evidence-based Strategy:

1. The most effective method for teaching reading is the balanced literacy approach, which teaches students all the skills they need for effective written and oral communication. The guided reading method is an integral part of that schema.
2. i-Ready meets the criteria in the USDOE guidance as evidence-based intervention. Reading Plus is a web-based reading intervention that uses technology to provide individualized scaffolded silent reading practice for students in grades 3 and higher. Reading Plus aims to develop and improve students' silent reading fluency, comprehension, and vocabulary.
3. Leveled Literacy Intervention (LLI) is a short-term, intensive system designed to help teachers provide daily, small group instruction to students who are not achieving grade level expectations in reading.

Action Steps to Implement

1. Monitoring progress at the class and grade level during Grade Level Planning meetings (classroom and FSQ/USA assessments).
2. Conducting data chats with students.
3. 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)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in Academics, Behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the instruction the History of the Holocaust, History of African Americans, study of the contributions of Hispanics and Women to the United States, and the Sacrifices of Veterans in serving our country. Addressing the Areas of Focus will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research-based with a history of success. They share a common theme of impacting student achievement, and the predicted outcomes would not be exclusive to only the Areas of Focus. In addition, teachers attend weekly learning team and common planning meetings where teachers collaborate and student work and assessments are analyzed to determine areas of strengths and weaknesses to drive instruction.

Students are continuously engaged in rigorous standards-based activities which highlight multicultural diversity within the arts. Students have access to books about cultures and contributions of Black and African Americans, Latino and Hispanics, and women in US History. Fifth grade studies the Holocaust and patrols visit the Holocaust Memorial Museum in Washington, DC. (School Board Policy 2.09 and Florida State 1003.42). This access to ongoing multi-cultural studies enriches our students' educational experience and demonstrates our commitment to connect meaningfully with all facets of our school community.

Elbridge Gale Elementary School integrates and continuously develops a Single School Culture by sharing our universal guidelines for success, teaching expected behaviors, communicating with parents, and monitoring PBS. Within our school, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SwPBS Universal Guidelines for Success of students practicing Gratitude, Attitude, Transition, On Task, Respect and Safety. Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures for a single school culture of excellence. Best practices for inclusive education are addressed through our anti-bullying campaign, mentoring and implementation of PBS programs. These actions influence student achievement and create an environment conducive to learning. Elbridge Gale Elementary School implements a School-Wide Positive Behavior Program by recognizing students exhibiting positive behaviors on campus. A student will be recognized every month for demonstrating an act of kindness or support for their fellow classmate(s) for the Assistant Principal Positive Referral award. The effectiveness of these efforts are monitored using SwPBS data from online data warehouses (EDW and Performance Matters). In addition, we utilize a behavior matrix, and teaching expected behaviors, communicating with parents, and monitoring SwPBS.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

- 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
- Positive Office Referral and Assistant Principal Office Referral
- 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).

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	120-Classroom Teachers	3361 - Elbridge Gale Elementary School	Other		\$40,000.00
			<i>Notes: Village of Wellington Grant</i>			
	5000	120-Classroom Teachers	3361 - Elbridge Gale Elementary School	Other		\$10,000.00
			<i>Notes: PTO Funds for Tutoring</i>			
					Total:	\$50,000.00