

The School District of Palm Beach County

# Elbridge Gale Elementary School



2019-20 Schoolwide Improvement Plan

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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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	66%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (78%) 2017-18: A (79%) 2016-17: A (70%) 2015-16: A (69%) 2014-15: A (76%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**School Board Approval**

This plan was approved by the Palm Beach County School Board on 11/20/2019.

**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](http://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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## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	No	49%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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<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	Job Duties and Responsibilities
Pasterczyk, Gail	Principal	<p>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.</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>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>
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	

**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	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	

**FTE units allocated to school (total number of teacher units)**

70

**Date this data was collected or last updated**

Tuesday 8/27/2019

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

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

## 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	
Number of students enrolled	134 (0)	181 (0)	187 (0)	187 (0)	157 (0)	190 (0)	1036 (0)
Attendance below 90 percent	46 (38)	25 (32)	27 (28)	14 (27)	31 (20)	29 (25)	172 (170)
One or more suspensions	1 (0)	2 (0)	1 (1)	0 (0)	1 (0)	0 (0)	5 (1)
Course failure in ELA or Math	45 (21)	43 (42)	42 (33)	27 (29)	36 (29)	27 (24)	220 (178)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	28 (21)	14 (13)	24 (20)	66 (54)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%
	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 2017-18
SWD	62	64	50	64	82	81	37				

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
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				
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

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	100%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	
<b>English Language Learners</b>	
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%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	84
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
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%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	81
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	78
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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%	
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%	
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%	

## 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.**

Third grade 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 declined -8% from 81% in 2018 to 73% in 2019. A factor was district funds not available during the FY19 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 Learning Gains improved from 82% in 2018 to 86% in 2019.

The Hispanic subgroup showed the greatest increase of all subgroups for ELA Learning Gains

Lowest 25% from 57% in 2018 to 83% in 2019. New actions for ELA were an increase in tutoring and use of additional teachers for iii and LLI intervention.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One area of concern is the number of kindergarten students with attendance below 90 percent.

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

1. Increase third grade ELA achievement.
2. Increase third grade mathematics achievement.
3. Increase Grade 5 science achievement to previous level.

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	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.
<b>Rationale</b>	Grade 3 ELA is the lowest performing achievement area showing 1% growth from 2018 to 2019.

<b>State the measurable outcome the school plans to achieve</b>	Improve ELA achievement in grade 3 by 1% to be on target for meeting the LTO of the Strategic Plan by 2021.
<b>Person responsible for monitoring outcome</b>	Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Students will be provided daily guided reading by effectively implementing inclusion.</li> <li>2. Students will use iReady, Reading Plus, Supplemental Academic Instruction (SAI) and iii to support reading success.</li> <li>3. Leveled Literacy Instruction and cross curricular comprehension strategy reinforcement will be used to both aid and facilitate reaching the target goal.</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Monitoring progress at the class and grade level during Grade Level Planning meetings (classroom and FSQ/USA assessments).</li> <li>2. Conducting data chats with students.</li> <li>3. Academic tutors will provide classroom support for small group differentiated instruction for Level 1 and Level 2 students.</li> </ol>
<b>Person Responsible</b>	Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

**Additional Schoolwide Improvement Priorities (optional)**

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

In alignment with the District's Strategic Plan and with the goal to increase the 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 of the

- \* History of the Holocaust,
- \* History of Black and African Americans,
- \* Study of the contributions of Hispanics and Women to the US, and
- \* Sacrifices of Veterans in serving our country.

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.

## 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 Schoolwide Improvement Plan 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
- Positive Office Referral and Assistant Principal Office Referral

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

Elbridge Gale Elementary integrates Single School Culture by sharing our universal guidelines for success, following our behavioral matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plans during Professional Learning Communities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons,

and implementation of SwPBS programs. 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**

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: 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.</b>				<b>\$50,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			3361 - Elbridge Gale Elementary School			\$40,000.00
			<i>Notes: Village of Wellington Grant</i>			
			3361 - Elbridge Gale Elementary School			\$10,000.00
			<i>Notes: PTO Funds for tutoring</i>			
					<b>Total:</b>	<b>\$50,000.00</b>