

The School District of Palm Beach County

# Elbridge Gale Elementary School



## 2021-22 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>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	66%
<b>2020-21 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%)
<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>	

\* 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 10/20/2021.

## 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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## Elbridge Gale Elementary School

1915 ROYAL FERN DR, Wellington, FL 33414

<https://eges.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	52%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

### School Board Approval

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### SIP Authority

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

Name	Position 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 databased 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 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>



Name	Position Title	Job Duties and Responsibilities
McAllister, Laura	Teacher, K-12	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.
		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.
		School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.
Madore, Kimberly	Teacher, K-12	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.
		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.
		School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.
Sagovac, Emily	Teacher, K-12	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.
		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.
		School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.

Name	Position Title	Job Duties and Responsibilities
Sheppard, Tracy	Teacher, K-12	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.
		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.
		School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.
Crane, Nicole	Teacher, K-12	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.
		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.
		School Leadership Team works consistently with collaborative teams to analyze curriculum, design common formative assessments, create lesson plans, and review relative data.
	Teacher, ESE	ESE Contact: 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.

## 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.*

12

**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**

60

**Total number of students enrolled at the school**

963

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

5

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

4

### Demographic Data

## Early Warning Systems

### 2021-22

**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	137	132	132	175	162	167	0	0	0	0	0	0	0	905
Attendance below 90 percent	0	21	17	20	15	14	0	0	0	0	0	0	0	87
One or more suspensions	0	0	1	0	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	17	40	47	33	32	0	0	0	0	0	0	0	169
Course failure in Math	0	5	13	28	23	23	0	0	0	0	0	0	0	92
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	18	21	14	0	0	0	0	0	0	0	53
Level 1 on 2019 statewide FSA Math assessment	0	0	0	27	31	11	0	0	0	0	0	0	0	69
Number of students with a substantial reading deficiency	1	0	6	13	14	20	0	0	0	0	0	0	0	54
FY21 ELA Winter Diag Level 1 & 2	0	0	0	47	48	61	0	0	0	0	0	0	0	156
FY21 Math Winter Diag Level 1 & 2	0	0	0	42	40	43	0	0	0	0	0	0	0	125

**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	0	8	16	25	27	27	0	0	0	0	0	0	0	103

**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	3	4	7	11	6	13	0	0	0	0	0	0	0	44
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**

Wednesday 7/21/2021

## 2020-21 - 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	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	

## 2020-21 - 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	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	

## Part II: Needs Assessment/Analysis

### School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				81%	58%	57%	81%	57%	56%
ELA Learning Gains				74%	63%	58%	77%	61%	55%
ELA Lowest 25th Percentile				67%	56%	53%	71%	56%	48%
Math Achievement				83%	68%	63%	81%	65%	62%
Math Learning Gains				86%	68%	62%	82%	63%	59%
Math Lowest 25th Percentile				83%	59%	51%	81%	53%	47%
Science Achievement				73%	51%	53%	83%	56%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	75%	54%	21%	58%	17%
Cohort Comparison						
04	2021					
	2019	87%	62%	25%	58%	29%
Cohort Comparison		-75%				
05	2021					
	2019	77%	59%	18%	56%	21%
Cohort Comparison		-87%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	65%	0%	62%	3%
Cohort Comparison						
04	2021					
	2019	86%	67%	19%	64%	22%
Cohort Comparison		-65%				
05	2021					
	2019	87%	65%	22%	60%	27%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	73%	51%	22%	53%	20%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

Progress monitoring also allows teachers and administrators to track students' academic progress or growth across the entire school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning:

Grades K-2 we will use iReady for Fall, Winter & Spring

Grades 3-5 we will use iReady, FSQs and USAs in the Fall, District Diagnostics in the Winter, and iReady, FSQs and USAs in the Spring.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48.4	53.7	66.7
	Economically Disadvantaged	40.6	46.9	53.1
	Students With Disabilities	35	31.6	44.4
	English Language Learners	25	41.7	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	90	95.8	96
	Economically Disadvantaged	85	93.2	92.4
	Students With Disabilities	80	90.5	85.7
	English Language Learners	80	88.9	91.7
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	70	79.8	78.3
	Economically Disadvantaged	65	75.5	72.8
	Students With Disabilities	60	66.7	65.5
	English Language Learners	50	55.6	44.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	50.3	44.6	53.8
	Economically Disadvantaged	46	38	49
	Students With Disabilities	31	17.2	25
	English Language Learners	20	21.4	23.1

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80	86.7	87.4
	Economically Disadvantaged	75	81.6	80.6
	Students With Disabilities	60	65	66.7
	English Language Learners	75	85.7	86.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	87.7	82.4	73.9
	Economically Disadvantaged	86.3	72.8	62.2
	Students With Disabilities	69.2	66.7	50
	English Language Learners	86.7	71.4	60.9
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	80	86.4	86.2
	Economically Disadvantaged	80	85	84.5
	Students With Disabilities	60	64	73.1
	English Language Learners	75	80	72.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	76.3	80.2	81.5
	Economically Disadvantaged	71.3	73.2	75.2
	Students With Disabilities	53.8	53.8	59.3
	English Language Learners	54.5	81.8	72.7



Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	70	78	83.9
	Economically Disadvantaged	65	70.5	78.4
	Students With Disabilities	55	61.5	63
	English Language Learners	30	33.3	33.3
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	88.6	86.7	77.3
	Economically Disadvantaged	85.3	83.2	69.7
	Students With Disabilities	76.9	65.4	55.6
	English Language Learners			
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	85.3	86.8	85.3
	Economically Disadvantaged	81.8	84.2	80.8
	Students With Disabilities	56	65.4	63
	English Language Learners	57.1	50	56.3

### Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	55	50		42	67	62	37				
ELL	62	50	38	57	69	70	27				
ASN	94	70		94	70						
BLK	62	62		52	71		48				
HSP	75	69	47	73	82	78	54				
MUL	76			71							
WHT	82	72		76	82		78				
FRL	70	65	44	65	79	69	56				
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				

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
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				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	68
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	62
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	8
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	54
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
Asian Students	
Federal Index - Asian Students	82
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	78
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	63
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

In comparing FY21 Winter Diagnostics versus FY21 FSA Achievement Data, the following trends emerge:

ELA: +5% in Grade 3, +1% in Grade 4, +10% in Grade 5.

Math: -16% In Grade 3, -10 in Grade 4, +6 in Grade 5.

Science: +1% in Grade 5.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend, our focus will be to increase learning gains for grades 3-5 in addition to focusing on the needs of our students with disabilities. This subgroup had the greatest drop in achievement from 60.2% to 50.7% based on FSA Achievement.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the FY21 school year, many of our lowest 25% students were virtual learners. Teachers were concerned with their limited engagement and adjustments to the school routines and focus in class. This also caused a decrease in our participation in tutorials compared to brick and mortar students. An increase in reading intervention minutes during the day and additional tutoring using our grant funding would be needed to assist in addressing this need.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The FSA ELA Achievement data for grade 3 improved from 75.33% in 2019 to 77.98% in 2021. The LY subgroup showed the greatest increase of all subgroups for ELA Achievement from 16.7% in 2019 to 35.3% in 2021.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

1. Students provided daily guided reading by effectively implementing inclusion.
2. Students offered iReady, Reading Plus, Supplemental Academic Instruction (SAI) and iii to support reading success.
3. Leveled Literacy Instruction and cross curricular comprehension strategy reinforcement used to both aid and facilitate reaching the target goal.
4. Academic tutors provided classroom support for small group differentiated instruction for Level 1 and Level 2 students.

5. Monitored progress at the class and grade level during Grade Level Planning meetings (classroom and FSQ/USA assessments).

### **What strategies will need to be implemented in order to accelerate learning?**

Low 25% Learning Gains - If we focus on a positive impact to learning gains by ensuring standards based instruction and effective use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will connect with a reading endorsed/certified interventionist to ensure closing of the achievement gap. In the past, the identified students chosen based on their critical area of need and offered priority for afterschool and Saturday tutoring. We will implement a tutoring program in the FY22 school year. These students will continue receiving priority for tutoring sessions that include math, ELA and writing, and science.

### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups. GLPs continue to be an active part of our school schedule each week virtually.

### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

1. Increase Reading Proficiency in Grade 3: Continuing to Increase proficiency in 3rd grade ELA is one of our priorities. Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD students provided targeted instruction using WIDA data results and iReady results. In addition to these assessments, district formative assessments implemented in grades K-5.
2. Small Group Differentiated Instruction: Targeted small group instruction using rigorous texts designed to increase learning gains in ELA and Math. Data driven differentiated instruction planned to meet the needs of all students. Ongoing progress monitoring for all students.
3. Literacy Across All Content Areas: Effective literacy skills enable student to analyze and think about content leading to a better understanding of concepts. During common planning and GLPs, teachers will plan implementation of ELA standards as they plan instruction in all content areas.

## **Part III: Planning for Improvement**

### **Areas of Focus:**

**#1. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Elbridge Gale Elementary's area of focus is to ensure progress towards learning gains within ELA instruction in alignment with the District's Strategic Plan to support the expectations of Theme 1, Goal 1, Overall Academic Proficiency. The rationale is Grades 3-5 ELA is the lowest performing learning gains area showing 1% growth from 2018 to 2019 based on FSA ELA achievement. The ELA Learning Gains FSA data for FY21 also displayed a weakness with 74% of students at a level 3+.
<b>Measurable Outcome:</b>	Improve ELA Learning Gains in grade 3-5 by 1% to be on target for meeting the Theme 1, Goal 1 of the Strategic Plan by 2022.
<b>Monitoring:</b>	The area of focus will be monitored using Fall and Winter Diagnostics, USAs, FSAs, report cards, and ensure annual benchmarks outlined in IEPs are met for students receiving ESE services.
<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>

**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**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Elbridge Gale Elementary School ranked #121 out of 1,395 elementary schools statewide and reported 0.1 incidents per 100 students. When compared to all elementary schools statewide, it falls into the very low category. Also, the school ranked #5 out of 82 elementary schools in the county.**

**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.**

- 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).

In addition, as stipulated within Florida Statute & Policy 2.09, Elbridge Gale Elementary ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource Blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality



instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the fine arts wheel.

## 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: Instructional Practice: ELA</b>				<b>\$50,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	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>			
<b>Total:</b>						<b>\$50,000.00</b>