Elbridge Gale Elementary School

2022-23 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

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	66%
2021-22 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	2021-22: A (75%) 2018-19: A (78%) 2017-18: A (79%)
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 is pending approval by the Palm Beach County School Board.

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.](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

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	66%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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Purpose and Outline of the SIP

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Pasterczyk, Gail	Principal	Principal: Provides a common vision for the use of databased decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.
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 RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities. Monitor the work of the instructional teams and helps to keep them focused on instructional improvement.
Grillo, Christine	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.
Castellanos, Natasha	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
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.
Hamilton, Sarah	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
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.
	Other	The ESE Contact manages the caseload of ESE students and assists teachers and staff in coordinating ESE Services and related services for students with disabilities. She coordinates, organizes, and facilitates IEP meetings to ensure necessary participants are in attendance. Collaborates with teachers to provide suggested strategies and accommodations to best meet the individual needs and assist students in meeting goals as defined in the IEP. Provides families with required information regarding IDEA Procedural Safeguards. Finally, she establishes and maintains cooperative working relationships by consulting regularly with internal and external stakeholders such as: students, parents, teachers, counselors, related service providers, agencies, etc.
Noegel, Robin	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.

Demographic Information

Principal start date

Monday 8/1/2005, Gail Pasterczyk

Number of teachers with a 2022 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 2022 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.*

9

Total number of teacher positions allocated to the school

60

Total number of students enrolled at the school

910

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	124	144	132	132	163	161	0	0	0	0	0	0	0	856
Attendance below 90 percent	0	46	37	31	40	31	0	0	0	0	0	0	0	185
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	20	36	27	41	17	0	0	0	0	0	0	0	141
Course failure in Math	0	7	10	8	21	11	0	0	0	0	0	0	0	57
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	7	13	10	0	0	0	0	0	0	0	30
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	23	0	0	0	0	0	0	0	23
Number of students with a substantial reading deficiency	0	5	3	4	4	5	0	0	0	0	0	0	0	21

Using the table above, complete the table below with the number of students by current grade level who have 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	17	20	17	29	24	0	0	0	0	0	0	0	107

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	3	11	5	7	0	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 9/19/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	74%	59%	56%				81%	58%	57%
ELA Learning Gains	77%						74%	63%	58%
ELA Lowest 25th Percentile	65%						67%	56%	53%
Math Achievement	73%	53%	50%				83%	68%	63%
Math Learning Gains	80%						86%	68%	62%
Math Lowest 25th Percentile	75%						83%	59%	51%

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Science Achievement	79%	59%	59%				73%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	75%	54%	21%	58%	17%
Cohort Comparison		0%				
04	2022					
	2019	87%	62%	25%	58%	29%
Cohort Comparison		-75%				
05	2022					
	2019	77%	59%	18%	56%	21%
Cohort Comparison		-87%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	65%	0%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	86%	67%	19%	64%	22%
Cohort Comparison		-65%				
05	2022					
	2019	87%	65%	22%	60%	27%
Cohort Comparison		-86%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	73%	51%	22%	53%	20%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	47	70	70	41	69	71	46				
ELL	70	90		66	83		82				
ASN	92	84		92	96		100				
BLK	61	70	67	60	74	76	54				
HSP	77	76	59	74	76	70	84				
MUL	67	80		67	90						
WHT	75	80	76	77	82	79	86				
FRL	69	73	60	67	77	76	71				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73
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	60
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
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	75
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	93
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	66
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	72

Hispanic Students	
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	76
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	79
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	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 FSA Achievement Data versus FY22 FSA Achievement Data, the following trends emerge:
ELA: -18% in Grade 3; +5% in Grade 4; +11% in Grade 5
Math:+2% in Grade 3; -5% in Grade 4; +10% in Grade 5; +4 in Grade 6
Science: +17% in Grade 5

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on this data trend, our focus will be to increase ELA achievement for grade 3 in addition to focusing on the needs of our students with disabilities. This subgroup had the greatest drop in achievement from 50.7% to 45.8% based on FSA ELA 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 FY20 and FY21 school year, many of our lowest 25% students were virtual learners which impacted our incoming grade 3 students. Teachers were concerned with their limited engagement and adjustments to the school routines and focus in class when they returned to brick and mortar during the FY22 school year. The following actions would assist us 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. 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 2022 state assessments, showed the most improvement?

The SSA Science Achievement data for grade 5 improved from 61.5% in 2021 to 78.2% in 2022. The LF subgroup showed the greatest increase of all subgroups for Math Achievement from 55.6% in 2021 to 100% in 2022. The LF subgroup also showed the greatest increase of all subgroups for ELA Achievement from 88.9% in 2021 to 100% in 2022.

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

EGES is a STEM certified elementary school and have many nationally STEM certified teachers. Teachers incorporate highly engaging lessons and we have school-wide STEM days throughout the school year. EGES is departmentalized for science instruction and teachers have a passion for the subject matter. Teachers anchor lessons in observable events that can be explained through scientific understanding allowing students to ask questions, make observations, and conduct hands-on investigations. Teachers also integrate literature in their lessons through resources provided by Stemcopes and Benchmark. EGES emphasizes science instruction using evidence-based strategies and routines.

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

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 FY23 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.

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.
4. Elbridge Gale Elementary School currently has a VPK program that prepares for transition to kindergarten. As an early intervention 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.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 Theme 1, Goal 1, Overall Academic Proficiency. The rationale is Grade 3 ELA is the lowest performing achievement area showing -18% decline from Spring 2021 to Spring 2022 based on FSA ELA achievement. The ELA Achievement District Diagnostic data for FY22 also displayed a weakness with 67% of students at a level 3+.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By February 2023, improve ELA achievement in grade 3 by 2% (62% Proficient) and by May 2023 by 3% (65% Proficient) to be on target for meeting Instructional Priority #1, Deliver content, concept, or skill that is aligned to the benchmark and intended leaning.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The area of focus will be monitored using Progress Monitoring #1 and #2, USAs, report cards, and ensure annual benchmarks outlined in IEPs are met for students receiving ESE services
Person responsible for monitoring outcome:	Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

Administration promotes collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. 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. They also incorporate SwPBS that EGES in improving social, emotional, behavioral and academic outcomes for students. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the fine arts wheel.