

The School District of Palm Beach County

Elbridge Gale Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Elbridge Gale Elementary School

1915 ROYAL FERN DR, Wellington, FL 33414

<https://eges.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation 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 databased decisionmaking, 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.
Grillo, Christine	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	<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>
Madore, Kimberly	Teacher, K-12	<p>Grade Level Chairs: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/ intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.</p> <p>School Leadership Team 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>
Hamilton, Sarah	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
Noegel, Robin	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>
Crane, Nicole	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>
	Other	<p>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.</p>

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders are an essential component of the learning community and providing feedback towards the School Improvement Process (SIP). Their input is provided through the School Advisory Committee (SAC) where components of the SIP are shared along with data to support the decisions made for continuous improvement. During the SAC meetings, teachers, parents, and community business partners vote upon the components of the SIP and come to a consensus on additional action steps needed to support student achievement.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Student assessments include the new Progress Monitoring which occur 3 times per year. In VPK- Grade 2 there is Early Literacy/Star Reading and Star Math. In Grades 3-5 there is FAST Reading and Math. Performance Matters Assessments, Florida Standards Assessments, iReady, and district diagnostics. The annual test administered for ELL students is ACCESS. In addition, the WIDA is used to assess ELL students' proficiency in the areas of speaking, listening, reading, and writing. Teachers are expected to assess data, modify, and implement differentiated instruction based on the results of data.

Single school culture (Academics, Behavior, Climate) Academics: Collaborative Planning Communities and Professional Learning Communities occur every week per grade level. Grade level teachers meet with the administration to discuss and analyze data and modify instruction. Student work and best practices are shared and analyzed.

Monitoring will take place throughout the year. We will monitor mastery of grade level benchmarks through the use of Unit Assessments, i-Ready Diagnostic, and FAST Progress Monitoring. The i-Ready Diagnostic and the FAST/STAR assessments will occur three times a year.

Employing frequent monitoring will allow us to make adjustments to the instructional focus for remediation, remediating deficiencies before they become substantial. In addition, we will be able to individualize instruction to best meet the needs of our students, thus increasing student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	63%
2022-23 Economically Disadvantaged (FRL) Rate	66%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	49	37	25	31	40	31	0	0	0	213
One or more suspensions	1	1	0	1	0	0	0	0	0	3
Course failure in English Language Arts (ELA)	34	64	23	28	40	21	0	0	0	210
Course failure in Math	12	7	8	14	29	12	0	0	0	82
Level 1 on statewide ELA assessment	0	0	0	11	14	12	0	0	0	37
Level 1 on statewide Math assessment	0	0	0	14	30	8	0	0	0	52
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	1	3	14	5	2	2	0	0	0	27

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	21	20	9	19	40	19	0	0	0	128

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	14	8	14	8	6	0	0	0	54
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	46	37	31	40	31	0	0	0	185
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	20	36	27	41	17	0	0	0	141
Course failure in Math	0	7	10	8	21	11	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	7	13	10	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	0	0	23	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	3	4	4	5	0	0	0	21

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	17	20	17	29	24	0	0	0	107

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	46	37	31	40	31	0	0	0	185
One or more suspensions	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	20	36	27	41	17	0	0	0	141
Course failure in Math	0	7	10	8	21	11	0	0	0	57
Level 1 on statewide ELA assessment	0	0	0	7	13	10	0	0	0	30
Level 1 on statewide Math assessment	0	0	0	0	0	23	0	0	0	23
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	3	4	4	5	0	0	0	21

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	17	20	17	29	24	0	0	0	107

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	75	53	53	74	59	56	77		
ELA Learning Gains				77			70		
ELA Lowest 25th Percentile				65			47		
Math Achievement*	78	57	59	73	53	50	71		
Math Learning Gains				80			80		
Math Lowest 25th Percentile				75			72		
Science Achievement*	77	54	54	79	59	59	65		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	83	56	59	60			62		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	73

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	583
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	66			
AMI				
ASN	89			
BLK	75			
HSP	75			
MUL	76			
PAC				
WHT	80			
FRL	70			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	59			
ELL	75			
AMI				
ASN	93			
BLK	66			
HSP	72			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	76			
PAC				
WHT	79			
FRL	69			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	75			78			77					83
SWD	45			43			32				5	77
ELL	53			67			60				4	83
AMI												
ASN	87			87			92				3	
BLK	70			80			61				4	
HSP	74			74			73				5	79
MUL	76			76							2	
PAC												
WHT	77			80			87				4	
FRL	63			68			63				5	90

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	74	77	65	73	80	75	79					60
SWD	47	70	70	41	69	71	46					
ELL	70	90		66	83		82					60
AMI												
ASN	92	84		92	96		100					

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	61	70	67	60	74	76	54					
HSP	77	76	59	74	76	70	84					59
MUL	67	80		67	90							
PAC												
WHT	75	80	76	77	82	79	86					
FRL	69	73	60	67	77	76	71					58

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	77	70	47	71	80	72	65					62
SWD	55	50		42	67	62	37					21
ELL	62	50	38	57	69	70	27					62
AMI												
ASN	94	70		94	70							
BLK	62	62		52	71		48					
HSP	75	69	47	73	82	78	54					58
MUL	76			71								
PAC												
WHT	82	72		76	82		78					
FRL	70	65	44	65	79	69	56					58

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	79%	56%	23%	54%	25%
04	2023 - Spring	78%	58%	20%	58%	20%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	74%	48%	26%	50%	24%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	77%	57%	20%	59%	18%
04	2023 - Spring	57%	52%	5%	61%	-4%
05	2023 - Spring	90%	56%	34%	55%	35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	74%	51%	23%	51%	23%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

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

Fourth grade Math achievement based on FAST PM3 data showed the lowest performance, 57% Level 3+, compared to grade 3 (77%) and grade 5 (90%). A significant factor was 50 students were enrolled in the district Accelerated Mathematics Program (AMP). These students were administered the Grade 5 FAST PM3.

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

The LF subgroup showed the greatest decline in ELA Achievement from 100% in 2022 (FSA Achievement) to 55% in 2023 (FAST PM3 Achievement). One contributing factor may be the transition from paper and pencil assessments (FSA) to computer based assessments (FAST). ELLs might not be fully versed in the use of technology that's necessary for them to navigate the test platform.

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

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

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

The Mathematics Achievement FAST PM data for grade 3 improved from 63% in 2022 (FSA Achievement rate) to 77% (FAST PM3) in 2023. The Black demographic subgroup showed the greatest increase of all subgroups for Math Achievement from 59.6% in 2022 to 81.1% in 2023. New actions for Mathematics were an increase in tutoring.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

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

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

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

In addition, as an early intervention to increase student readiness to enter Kindergarten, we offer Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours and a PreK self-contained program for students ages 3 to 5 determined eligible for exceptional student education based on goals and services as written on the Individual Education Plan. These programs are supported by the Department of Early Childhood Education and the Department of Exceptional Student Education and follow all Florida statutes, rules, and contractual mandates.

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

1. Increase third grade ELA achievement based on the district's Strategic Plan, Strategic Theme A (Initiative A.1a).

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

2. Increase Grade 4 mathematics achievement.

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

3. Increase Grade 5 science achievement to previous level.

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

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:

(g) History of the Holocaust

(h) History of Africans and African Americans

(i) History of Asian Americans & Pacific Islanders

(o) Health Education, Life Skills & Social Media

(q) Hispanic Contributions

(r) Women's Contributions

(t) Civic & Character Education

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

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

3. Our school highlights multicultural diversity within the curriculum and the arts.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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 Strategic Theme A, Initiative A.1a. The rationale is Grade 3 ELA is the lowest performing achievement area showing 74% Level 3+ compared to grade 4 (78%) and grade 5 (79%).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2024, improve ELA achievement in grade 3 by 1% (75% Proficient) and by May 2024 by 3% (77% Proficient) to be on target for meeting Initiative A.1a, Ensure consistent and effective literacy instruction in every PreK - 3rd grade classroom.

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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: On-going

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.

Person Responsible: Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

By When: On-going

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

To maintain a positive school culture and environment our school focuses on positive reinforcement and recognition for good character. All staff members are trained on school wide expectations (GATORS) and use the same verbiage with students to reinforce positive behaviors.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The specific measurable outcome the school plans to achieve is to decrease the percentage of students in grades K-5 with overall office discipline referral by 2%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

At Elbridge Gale Elementary, grade level teams will meet weekly with administration to discuss discipline data and which students are receiving disciplinary outcomes. Information is discussed at the monthly PBIS monthly meetings. Members of the PBIS team will carefully study the disaggregated discipline to examine patterns. We analyze which students are exhibiting the inappropriate behaviors, the time of day of the unwanted behaviors, and the time of year.

Person responsible for monitoring outcome:

Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

PBIS will create a positive and inclusive school culture where students feel safe, supported, and valued.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

PBIS offers monitoring, family involvement, positive reinforcement and a tiered approach. PBIS is a proactive, preventative approach to behavior management. Numerous studies have shown that when PBIS is implemented with fidelity, it leads to improved behavior, increased academic engagement, reduced disciplinary referrals, and a more positive school climate. By regularly collecting and analyzing data related to behavior, schools can identify trends, areas of concern, and the effectiveness of interventions, leading to more informed and targeted strategies.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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. Positive notes, letters, phone calls home, REMIND application, ParentLink.
2. Positive Office Referral and Assistant Principal Office Referral
3. Mentors assigned to students identified with SEL concerns.

- 4. Check-in/Check-out utilized with students in need of positive adult interactions and positive feedback throughout the school day.
- 5. Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.

Person Responsible: Gail Pasterczyk (gail.pasterczyk@palmbeachschools.org)

By When: On-going

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				\$55,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	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		\$15,000.00
			<i>Notes: PTO Funds for Tutoring</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				\$0.00
					Total:	\$55,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No