

Polk County Public Schools

Edgar L. Padgett Elementary



2015-16 School Improvement Plan

Edgar L. Padgett Elementary

110 LEELON RD, Lakeland, FL 33809

<http://www.polk-fl.net/padgett>

School Demographics

| | | |
|--------------------|-------------------------------|---|
| School Type | 2014-15 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2) |
| Elementary | Yes | 65% |

| | | |
|-------------------------------|-----------------------|---|
| Alternative/ESE Center | Charter School | 2015-16 Minority Rate (Reported as Non-white on Survey 2) |
| No | No | 57% |

School Grades History

| | | | | |
|--------------|----------------|----------------|----------------|----------------|
| Year | 2014-15 | 2013-14 | 2012-13 | 2011-12 |
| Grade | C* | C | C | B |

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Padgett Elementary- a diverse learning community, strongly committed to preparing all students to become problem solvers and lifelong learners through the use of rigorous and relevant learning and in a collaborative effort with teachers, staff, families, and community volunteers to increase student achievement.

Provide the school's vision statement

Padgett Elementary is committed to providing a quality education to all students. The teachers, staff, families, and community volunteers strive to build life long learners. Padgett Elementary is continuously working on producing technologically proficient students who will make positive contributions to society. We believe all students can learn.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Through the use of book studies, professional learning, mentoring, student clubs, and visits to community staff members learn about the various cultures that are serviced by the school. Parent surveys and workshops provide additional insight.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Padgett implements Positive Behavior Support System. PBS focuses on identifying when students are on task to reward them for their behavior. Rules and expectations that maintain order and ensures a safe learning environment are implemented, posted and discussed with students throughout the school year. Staff members and patrols are on duty before and after school to maintain safety. The leadership teams ensures an open environment where students can express their concerns and are provided support.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Aligned with PBS, students earn Padgett Dollars daily based on the school-wide expectations. Padgett Dollars are used for monthly events and the school wide store that students go to four times a year. Incident tracking forms are used to track minor incidents and to provide interventions. Staff members are trained at the beginning of year and as needed based on the number of incidents. The PBS team meets monthly to address and issues as they arrive. Clear expectations are taught and posted around the school.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Social Skills training through Skillstreaming is offered to all students. In addition, students in need of additional support use a check-in/check-out system maintained by the Guidance Counselor. Mental

health counseling is also offered. Mentors are also implemented (students, teachers, community members, and parents).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

As a team, we examine students that have an attendance rate below 90%, We also focus on students with two or more suspensions to target them for our mentor program.

Provide the following data related to the school's early warning system

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

| Indicator | Grade Level | | | | | | Total |
|---------------------------------|-------------|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Attendance below 90 percent | 30 | 19 | 21 | 14 | 18 | 15 | 117 |
| One or more suspensions | 16 | 7 | 10 | 21 | 19 | 11 | 84 |
| Course failure in ELA or Math | 4 | 4 | 4 | 0 | 1 | 0 | 13 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | Total |
|--|-------------|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | |
| Students exhibiting two or more indicators | 3 | 3 | 1 | 1 | 7 | 2 | 17 |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The MTSS problem solving model is used. In addition, weekly attendance meetings are held to assist with the reduction of absences. Attendance contracts are signed. Mentoring and behavior plans are established for students with more than 3 office referrals. To assist students struggling academically, Title I interventionist works with struggling first through third grade students.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183124>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

To increase partnerships, we invite community members to participate in various school activities including our Veteran's Day program, Great American Teach-In, and Community Read Aloud Day. In addition, we send letters and make visits to community establishments to seek out donations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

| Name | Title |
|-------------------|---------------------|
| Kirby, Antionette | Principal |
| Flowers, Tracy | Teacher, K-12 |
| Burse, Joette | Assistant Principal |
| Burdick, Davina | Instructional Coach |
| Griffin, Keli | Instructional Coach |
| Chaney, Karrie | Teacher, K-12 |
| Murphy, Keri | Teacher, K-12 |
| Cloud, Meagan | Teacher, K-12 |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school leadership team works with administration to create instructional plans that guide instruction. They assist administration in determining effective strategies that are to be implemented during the instructional day. In addition, based on walkthroughs and feedback from staff, they help determine, plan , and implemented professional development that guide instructional practices and assist in monitoring the effect of impelementation through the examination of data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I funds are used to provide a Reading Coach. The Reading Coach assists with job-embedded training, modeling, and mentoring teachers. The Reading Coach trainings staff during weekly Professional Learning Communities and mentors new teachers once a month. Funds are also used for a Title I Interventionist. The Interventionist services third through Fifth grade students daily in reading instruction. Additional instructional materials are funded using Title I funds. The materials are inventoried annually by the Leadership Team. Title II funds are used to fund Lesson Study led by the Reading Coach.

School Advisory Council (SAC)

Membership:

| Name | Stakeholder Group |
|-----------------------|----------------------------|
| Antionette Kirby | Principal |
| Joette Burse | Education Support Employee |
| Davina Burdick | Teacher |
| Tracy Flowers | Teacher |
| Rachel Jones Campbell | Teacher |
| Vivian Underwood | Business/Community |
| Zindu Forman | Student |
| Ralph Garcia | Parent |
| Sheryl Rogers | Teacher |
| | Student |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC examined last year's SIP and offered suggestions during monthly meetings.

Development of this school improvement plan

They assisted with the creation of the plan after faculty gave input. SAC added input on REading strategies that were added including guided reading groups.

Preparation of the school's annual budget and plan

Administration provided suggestions for the budget and SAC approved.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC approved \$2600 to be used to purchases a 3-D printer.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

| Name | Title |
|-------------------|---------------------|
| Kirby, Antionette | Principal |
| Burse, Joette | Assistant Principal |
| Burdick, Davina | Instructional Coach |
| Flowers, Tracy | Teacher, K-12 |

Duties

Describe how the LLT promotes literacy within the school

The LLT creates a literacy plan. The plan focuses on second and third grade students reading 20 chapter books a year. In addition, the LLT will meet monthly to examine data, Florida Standards, and best literacy practices to be implemented school-wide. In addition, they will examine resources to be used in the classroom during the additional hour of reading. They also plan and promote workshops for families that focus on literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers meet weekly during block time to collaboratively plan lessons and assessments, to analyze data and plan interventions. Common planning time is built into the master schedule. In addition, teachers engage in lesson study. In addition, teachers also meet weekly to engage in job-embedded training.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Mrs. Burdick meets with teachers new to Padgett monthly to provide additional support with data, planning, parent communication, and classroom management. Interns are recruited to our school.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The Reading Coach serves as a mentor to New-to-Padgett teachers, as well as teachers needing additional support. The mentoring program includes support to develop evidenced-based instructional practices, quality parent communication, effective classroom management, as well as state, district and school initiatives.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

To ensure that core instructional programs and materials are aligned to Florida Standards, administrators examine the standards, Item Specifications and materials to ensure they align. In addition, we also examine lesson plans to ensure that standards are met. Administrators along with the math and reading coaches engage in walk-throughs to examine instructional practices.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Teachers analyze data weekly based student assessments. Administration analyze classroom data monthly with teachers to develop action plans the identify students to be serviced, areas of weakness, plan of action, and assessments that will be used to determine students progress. Instruction is differentiated based on this data. In addition, during the extra hour of reading, students are grouped in fluid arrangements based on their ability and are provided with instruction based on their needs. Students that are having difficulty are examined by the MTSS team and additional interventions are put in place,

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 10,800

Students are grouped based on their ability. They receive targeted instruction on their level. Materials implemented include Wonder Works, Reading Wonders Tiered Interventions, FCRR materials, chapter books read as literature circles.

Strategy Rationale

The rationale is to meet students at their level. Students are provided with remediation and intervention.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Kirby, Antionette, antionette.kirby@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will include weekly fluency checks, weekly classroom assessments, and FAIR to determine if the strategies implemented are effective.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Students entering Kindergarten are given the opportunity to become orientated to Padgett Elementary. Potential Padgett Patriots and their families are invited to visit Padgett during the annual Kindergarten Round-up. The Kindergarten Round-up takes place after spring break and provides an opportunity for parents to observe what students will learn during Kindergarten. The program is advertised through flyers and on the school marquee. During this event, incoming students and their parents are invited to visit our campus. Visitors are taken on a tour of the campus. They are introduced to the Kindergarten teachers. Teachers explain the Kindergarten curriculum to parents.

Parents are encouraged to register their child, join PTA, and register to become volunteers. To assist in the transition from Pre-Kindergarten to Kindergarten, parents are given a self-assessment guide. This guide entitled "Readiness for Kindergarten" briefly highlights the Kindergarten standards. It includes a self-assessment for parents to help determine if the child is ready to attend Kindergarten. It also explains how parents can help their child prepare for Kindergarten. In addition to passing out literature, parents are encouraged to assist with the transition by eating lunch with their child. Before students enter Kindergarten, those who are not ready for Kindergarten are encouraged to participate in the Voluntary Pre-K program offered by the district. This program focuses on getting students ready for kindergarten. Once children have entered Kindergarten, the Kindergarten teachers will assess the child's readiness by administering FAIR. If the screening indicates the student needs assistance in an area that is developmental, the teacher can provide activities to assist in the child's development. Teachers will use the results to identify areas of need. Flexible groups are developed to provide necessary interventions. The FAIR Assessment is administered three times throughout the school year.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** High yield strategies will be used to increase proficiency across content areas.
- G2.** Unpack standards and increase understanding of the Florida Standards.
- G3.** Data will drive instructional practices across content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. High yield strategies will be used to increase proficiency across content areas. 1a

G074734

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 65.0 |
| AMO Reading - All Students | 67.0 |
| FCAT 2.0 Science Proficiency | 51.0 |

Resources Available to Support the Goal 2

- Administration, Professional Development, Florida Standards, Item Specifications, benchmark assessments, walk-through feedback, learning Schedules.

Targeted Barriers to Achieving the Goal 3

- Best practices not implemented with fidelity.

Plan to Monitor Progress Toward G1. 8

Observational notes will be used to determine the progress towards the goal.

Person Responsible

Antionette Kirby

Schedule

On 5/27/2016

Evidence of Completion

Carbon copies of the notes left for teachers during observations.

G2. Unpack standards and increase understanding of the Florida Standards. 1a

G074735

Targets Supported 1b

| Indicator | Annual Target |
|-------------------|---------------|
| Math Gains | 63.0 |
| ELA/Reading Gains | 59.0 |

Resources Available to Support the Goal 2

- Lesson Study facilitator, Professional Development, Reading Coach, Math Coach, Standards, Item Specifications

Targeted Barriers to Achieving the Goal 3

- Unfamiliarity with the Florida Standards

Plan to Monitor Progress Toward G2. 8

Student proficiency data will be collected monthly to determine progress toward the goal.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 10/28/2015 to 6/2/2016

Evidence of Completion

Data action plans will be created based on data. Assessment data will be collected from IBTP and FAIR.

Plan to Monitor Progress Toward G2. 8

Best practices will be monitored with a focus on 45-60 minutes of flexible guided reading groups based on student data. Groups will be differentiated using data.

Person Responsible

Antionette Kirby

Schedule

Daily, from 10/28/2015 to 6/4/2016

Evidence of Completion

Evidence will be noted in lesson plans and based on classroom observations conducted daily. Assessment data will be collected from IBTP and FAIR.

G3. Data will drive instructional practices across content areas. 1a

G074736

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 65.0 |
| AMO Reading - All Students | 67.0 |
| FCAT 2.0 Science Proficiency | 51.0 |

Resources Available to Support the Goal 2

- Administration, Support team, district personnel, FAIR, IMPROVE, benchmarks assessments, walk-through data

Targeted Barriers to Achieving the Goal 3

- Lack of assessments that match the standards taught

Plan to Monitor Progress Toward G3. 8

Teachers will create monthly action plans to chart students progress towards goals.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 9/3/2015 to 5/30/2016

Evidence of Completion

Monthly action plans created by teachers based on data and student needs.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** = Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. High yield strategies will be used to increase proficiency across content areas. **1**

 G074734

G1.B1 Best practices not implemented with fidelity. **2**

 B195153

G1.B1.S1 Professional development to increase knowledge of high yield strategies. **4**

 S206770

Strategy Rationale

Increase knowledge of strategies will aid teachers in implementation.

Action Step 1 **5**

Implement monthly professional development addressing math, ELA, science strategies to increase proficiency. Professional development sessions on the following topics will be taught and monitored: High Yield Strategies, Gradual Release, 5E in Math and Science, Lesson Planning Best Practices, Student Engagement, Data Analysis, Checking for Understanding, Rigorous Literacy Centers, and additional professional development as needed.

Person Responsible

Davina Burdick

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Student work samples that reflect strategies learned.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Classroom observations will be conducted.

Person Responsible

Antionette Kirby

Schedule

Daily, from 9/1/2015 to 5/31/2016

Evidence of Completion

Increased student achievement on benchmark assessments. Classroom observation notes will be gathered. Student work samples will be reviewed.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Classroom walkthroughs will be conducted to ensure strategies are implemented.

Person Responsible

Antionette Kirby

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Observation notes.

G1.B1.S2 Implementation of math labs and science labs. 4

S206771

Strategy Rationale

Math labs will provide the concrete experiences necessary to increase proficiency.

Action Step 1 5

Monitor science lab implementation.

Person Responsible

Antionette Kirby

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

The math coach will assist teachers with implementation and gather works samples as evidence.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Examine Lab Samples

Person Responsible

Antionette Kirby

Schedule

Monthly, from 9/14/2015 to 5/29/2016

Evidence of Completion

Student work samples

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

The math coach will assist with identifying lessons to be taught in the lab.

Person Responsible

Keli Griffin

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Lessons will be gathered and observations conducted with feedback. Student work samples will also be used.

G2. Unpack standards and increase understanding of the Florida Standards. 1

 G074735

G2.B1 Unfamiliarity with the Florida Standards 2

 B195154

G2.B1.S1 Unpacking of the standards. 4

 S206774

Strategy Rationale

Increase understanding of the depth and breadth of the new Florida Standards.

Action Step 1 5

Professional development examining each standard to develop an understanding of the requirements for instruction.

Person Responsible

Davina Burdick

Schedule

Monthly, from 8/17/2015 to 5/13/2016

Evidence of Completion

Action plans .based on standards

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Classroom observations will be conducted to determine the depth and breadth of the standards implementation.

Person Responsible

Antionette Kirby

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Observational notes will be used to monitor fidelity.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Test data will be used to determine the effectiveness.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 9/21/2015 to 6/4/2016

Evidence of Completion

Spreadsheets created by teacher breaking each question down by standard.

G3. Data will drive instructional practices across content areas. 1

G074736

G3.B1 Lack of assessments that match the standards taught 2

B195155

G3.B1.S1 Professional development on data analysis. 4

S206775

Strategy Rationale

If teachers receive training on how to examine data then they will be able to determine a cross of action for students that are struggling.

Action Step 1 5

Professional development on Data Collection

Person Responsible

Antionette Kirby

Schedule

Weekly, from 8/18/2015 to 6/1/2016

Evidence of Completion

Student data that will be examined monthly by administration.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monthly meetings will be held to discuss data from tests.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 9/29/2015 to 5/11/2016

Evidence of Completion

Data action plans will be created.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Test results will be used to determine effectiveness.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 9/29/2015 to 5/11/2016

Evidence of Completion

Examination of test results.

G3.B1.S2 Assessments based on standards and Item Specifications 4

 S206776

Strategy Rationale

Assessments need to target the depth and breadth of instruction that needs to occur based on the standards

Action Step 1 5

Standards and Assessment Implementation

Person Responsible

Antionette Kirby

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Assessments created by teachers and data

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Assessments will be submitted two weeks prior to the start of instruction to determine if they measure the standards.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 8/22/2014 to 6/1/2015

Evidence of Completion

Teacher created assessments.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Administration will work with teachers to create quality assessments.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 9/3/2014 to 6/1/2015

Evidence of Completion

Assessments created.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|---|-------------------|-------------------------------|---|-----------------------|
| G1.B1.S1.A1 | Implement monthly professional development addressing math, ELA, science strategies to increase proficiency. Professional development sessions on the following topics will be taught and monitored: High Yield Strategies, Gradual Release, 5E in Math and Science, Lesson Planning Best Practices, Student Engagement, Data Analysis, Checking for Understanding, Rigorous Literacy Centers, and additional professional development as needed. | Burdick, Davina | 9/1/2015 | Student work samples that reflect strategies learned. | 5/31/2016 monthly |
| G1.B1.S2.A1 | Monitor science lab implementation. | Kirby, Antionette | 9/14/2015 | The math coach will assist teachers with implementation and gather works samples as evidence. | 5/27/2016 biweekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|-------------------|-------------------------------|---|--------------------|
| G2.B1.S1.A1 | Professional development examining each standard to develop an understanding of the requirements for instruction. | Burdick, Davina | 8/17/2015 | Action plans .based on standards | 5/13/2016 monthly |
| G3.B1.S1.A1 | Professional development on Data Collection | Kirby, Antionette | 8/18/2015 | Student data that will be examined monthly by administration. | 6/1/2016 weekly |
| G3.B1.S2.A1 | Standards and Assessment Implementation | Kirby, Antionette | 8/18/2014 | Assessments created by teachers and data | 6/1/2015 monthly |
| G1.MA1 | Observational notes will be used to determine the progress towards the goal. | Kirby, Antionette | 9/14/2015 | Carbon copies of the notes left for teachers during observations. | 5/27/2016 one-time |
| G1.B1.S1.MA1 | Classroom walkthroughs will be conducted to ensure strategies are implemented. | Kirby, Antionette | 9/1/2015 | Observation notes. | 5/31/2016 weekly |
| G1.B1.S1.MA1 | Classroom observations will be conducted. | Kirby, Antionette | 9/1/2015 | Increased student achievement on benchmark assessments. Classroom observation notes will be gathered. Student work samples will be reviewed. | 5/31/2016 daily |
| G1.B1.S2.MA1 | The math coach will assist with identifying lessons to be taught in the lab. | Griffin, Keli | 9/14/2015 | Lessons will be gathered and observations conducted with feedback. Student work samples will also be used. | 5/27/2016 weekly |
| G1.B1.S2.MA1 | Examine Lab Samples | Kirby, Antionette | 9/14/2015 | Student work samples | 5/29/2016 monthly |
| G2.MA1 | Student proficiency data will be collected monthly to determine progress toward the goal. | Kirby, Antionette | 10/28/2015 | Data action plans will be created based on data. Assessment data will be collected from IBTP and FAIR. | 6/2/2016 monthly |
| G2.MA2 | Best practices will be monitored with a focus on 45-60 minutes of flexible guided reading groups based on student data. Groups will be differentiated using data. | Kirby, Antionette | 10/28/2015 | Evidence will be noted in lesson plans and based on classroom observations conducted daily. Assessment data will be collected from IBTP and FAIR. | 6/4/2016 daily |
| G2.B1.S1.MA1 | Test data will be used to determine the effectiveness. | Kirby, Antionette | 9/21/2015 | Spreadsheets created by teacher breaking each question down by standard. | 6/4/2016 monthly |
| G2.B1.S1.MA1 | Classroom observations will be conducted to determine the depth and breadth of the standards implementation. | Kirby, Antionette | 8/24/2015 | Observational notes will be used to monitor fidelity. | 6/2/2016 daily |
| G3.MA1 | Teachers will create monthly action plans to chart students progress towards goals. | Kirby, Antionette | 9/3/2015 | Monthly action plans created by teachers based on data and student needs. | 5/30/2016 monthly |
| G3.B1.S1.MA1 | Test results will be used to determine effectiveness. | Kirby, Antionette | 9/29/2015 | Examination of test results. | 5/11/2016 monthly |
| G3.B1.S1.MA1 | Monthly meetings will be held to discuss data from tests. | Kirby, Antionette | 9/29/2015 | Data action plans will be created. | 5/11/2016 monthly |
| G3.B1.S2.MA1 | Administration will work with teachers to create quality assessments. | Kirby, Antionette | 9/3/2014 | Assessments created. | 6/1/2015 monthly |
| G3.B1.S2.MA1 | Assessments will be submitted two weeks prior to the start of instruction to determine if they measure the standards. | Kirby, Antionette | 8/22/2014 | Teacher created assessments. | 6/1/2015 monthly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. High yield strategies will be used to increase proficiency across content areas.

G1.B1 Best practices not implemented with fidelity.

G1.B1.S1 Professional development to increase knowledge of high yield strategies.

PD Opportunity 1

Implement monthly professional development addressing math, ELA, science strategies to increase proficiency. Professional development sessions on the following topics will be taught and monitored: High Yield Strategies, Gradual Release, 5E in Math and Science, Lesson Planning Best Practices, Student Engagement, Data Analysis, Checking for Understanding, Rigorous Literacy Centers, and additional professional development as needed.

Facilitator

Davina Burdick, Keli Griffin

Participants

K-5 teachers

Schedule

Monthly, from 9/1/2015 to 5/31/2016

G2. Unpack standards and increase understanding of the Florida Standards.

G2.B1 Unfamiliarity with the Florida Standards

G2.B1.S1 Unpacking of the standards.

PD Opportunity 1

Professional development examining each standard to develop an understanding of the requirements for instruction.

Facilitator

Davina Burdick

Participants

K-5 teachers

Schedule

Monthly, from 8/17/2015 to 5/13/2016

G3. Data will drive instructional practices across content areas.

G3.B1 Lack of assessments that match the standards taught

G3.B1.S1 Professional development on data analysis.

PD Opportunity 1

Professional development on Data Collection

Facilitator

Antionette Kirby

Participants

All teachers

Schedule

Weekly, from 8/18/2015 to 6/1/2016

G3.B1.S2 Assessments based on standards and Item Specifications

PD Opportunity 1

Standards and Assessment Implementation

Facilitator

Davina Burdick and Antionette Kirby

Participants

All teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

| Budget Data | | | |
|--------------------|-------------|---|----------------------|
| 1 | G1.B1.S1.A1 | Implement monthly professional development addressing math, ELA, science strategies to increase proficiency. Professional development sessions on the following topics will be taught and monitored: High Yield Strategies, Gradual Release, 5E in Math and Science, Lesson Planning Best Practices, Student Engagement, Data Analysis, Checking for Understanding, Rigorous Literacy Centers, and additional professional development as needed. | \$0.00 |
| 2 | G1.B1.S2.A1 | Monitor science lab implementation. | \$0.00 |
| 3 | G2.B1.S1.A1 | Professional development examining each standard to develop an understanding of the requirements for instruction. | \$0.00 |
| 4 | G3.B1.S1.A1 | Professional development on Data Collection | \$0.00 |
| 5 | G3.B1.S2.A1 | Standards and Assessment Implementation | \$0.00 |
| | | | Total: \$0.00 |