

Polk County Public Schools

Edgar L. Padgett Elementary



2016-17 Schoolwide Improvement Plan

Edgar L. Padgett Elementary

110 LEELON RD, Lakeland, FL 33809

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Edgar L. Padgett Elementary

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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.

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

Padgett implements Positive Behavior Support System and CHAMPS. 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.

c. 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 school-wide expectations are taught and posted around the school. The schools is implementing the CHAMPS program to assist in clearly defining expectations, routines, and procedures. CHAMPS also promotes increasing student motivation and the number of positive interactions between staff and students.

d. 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).

3. Early Warning Systems

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

a. 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	30	19	19	22	20	13	0	0	0	0	0	0	0	123
One or more suspensions	5	9	7	15	6	10	0	0	0	0	0	0	0	52
Course failure in ELA or Math	4	2	4	1	1	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	30	34	25	0	0	0	0	0	0	0	89

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	3	4	7	11	10	0	0	0	0	0	0	0	38

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/316395>.

2. Description

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

2. 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, Read Around the Campfire, Multicultural Festival, and Community Read Aloud Day. In addition, we send letters and make visits to community establishments to seek out donations.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

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

b. Duties

1. 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 implementation through the examination of data.

2. 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 and a Math Coach. The Coaches assists with job-embedded training, modeling, and mentoring teachers. The Coaches trainings staff during weekly Professional Learning Communities and mentors new teachers once a month. . 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Antionette Kirby	Principal
Joette Burse	Education Support Employee
Davina Burdick	Teacher
Vivian Underwood	Business/Community
Sheryl Rogers	Teacher
Tess Davis	Parent
Colin Delaney	Parent
Rachel Jones	Principal
	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

They assisted with the creation of the plan after faculty gave input. SAC added input on Reading, math, and science strategies that were added including guided reading groups.

c. Preparation of the school's annual budget and plan

Administration provided suggestions for the budget and SAC approved.

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

SAC approved money to be used for substitutes, copy paper and toner, ink, and gardening resources.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Kirby, Antionette	Principal
Burse, Joette	Assistant Principal
Burdick, Davina	Instructional Coach
Griffin, Keli	Instructional Coach
Chaney, Karrie	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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,

2. 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

- 1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 4. 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.**

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

Based on data, an area of need is reading specifically focusing on our bottom 25%. In addition, we need to focus on science instruction across grade levels.

B. 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.

There was a lot of turnover in one class. ESE students were not exposed to grade level curriculum.

C. Strategic Goals

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 (identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, practice, nonlinguistic representations, cooperative learning, and setting objectives and providing feedback, and advance organizers) will be used to increase proficiency across content areas.
- G2.** CHAMPS and PBS will be used to decrease the number of students with 2 or more behavior referrals.
- 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. High yield strategies (identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, practice, nonlinguistic representations, cooperative learning, and setting objectives and providing feedback, and advance organizers) will be used to increase proficiency across content areas. 1a

G087119

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	51.0

Targeted Barriers to Achieving the Goal 3

- Best practices not implemented with fidelity.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 5/31/2017

Evidence of Completion

Carbon copies of the notes left for teachers during observations.

G2. CHAMPS and PBS will be used to decrease the number of students with 2 or more behavior referrals.

1a

G087120

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	75.0

Targeted Barriers to Achieving the Goal 3

- Students do not know or follow the rules, expectations, and procedures of school.

Resources Available to Help Reduce or Eliminate the Barriers 2

- CHAMPS, Skills Streaming, Tough Kid Books, Interventions Book, Managing the Acting-Out Behavior

Plan to Monitor Progress Toward G2. 8

Student referral data will be reviewed monthly by the PBS team.

Person Responsible

Joette Burse

Schedule

Monthly, from 9/7/2016 to 6/1/2017

Evidence of Completion

Average Referrals by Month, Location, Staff Member, Demographics, and Behavior

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

G087121

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	70.0
AMO Reading - All Students	72.0
FCAT 2.0 Science Proficiency	51.0

Targeted Barriers to Achieving the Goal 3

- Increase knowledge addressing using data to make decisions.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

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 9/20/2016 to 5/31/2017

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 (identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, practice, nonlinguistic representations, cooperative learning, and setting objectives and providing feedback, and advance organizers) will be used to increase proficiency across content areas. **1**

 G087119

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

 B231627

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

 S244338

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 10/18/2016 to 5/30/2017

Evidence of Completion

Student work samples and observations will reflect the use of identifying similarities and differences, summarizing, practice, nonlinguistic representations, cooperative learning, feedback, advanced organizers.

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

Classroom observations will be conducted.

Person Responsible

Antionette Kirby

Schedule

Daily, from 9/6/2016 to 5/31/2017

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 9/7/2016 to 5/31/2017

Evidence of Completion

Observation notes.

G1.B1.S5 Lessons and activities address the complexity of the standards. 4

S244342

Strategy Rationale

Activities that focus on the complexity of standards would lead to increase proficiency.

Action Step 1 5

Provide job-embedded professional development addressing the complexity of the standards.

Person Responsible

Davina Burdick

Schedule

Weekly, from 9/13/2016 to 3/13/2017

Evidence of Completion

Agendas and materials will be collected as evidence.

Action Step 2 5

Lesson plans reflect the complexity of the standards.

Person Responsible

Antionette Kirby

Schedule

Daily, from 9/20/2016 to 5/31/2017

Evidence of Completion

Student work samples and classroom observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Classroom observations and student work samples will be used to monitor effectiveness.

Person Responsible

Antionette Kirby

Schedule

Weekly, from 9/20/2016 to 5/31/2017

Evidence of Completion

Student work samples will be used to monitor the level of complexity of tasks students are completing.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Student progress monitoring data, module assessments, and unit assessments.

Person Responsible

Antionette Kirby

Schedule

Monthly, from 9/20/2016 to 5/31/2017

Evidence of Completion

Data sheets will be used to gather data and monitor students progress.

G2. CHAMPS and PBS will be used to decrease the number of students with 2 or more behavior referrals. 1

G087120

G2.B1 Students do not know or follow the rules, expectations, and procedures of school. 2

B231628

G2.B1.S1 Staff will teach school-wide expectations, classroom rules, and procedures and hold students accountable for following them. 4

S244343

Strategy Rationale

Students sometimes have different rules, procedures, and expectations at home than they do at school. In order for students to be successful at school, they will first need to be explicitly taught what is expected of them.

Action Step 1 5

Professional development on the topics of Positive Behavior Support and CHAMPS.

Person Responsible

Joette Burse

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Evidence of Classroom Rules, Expectations, Teacher Behavior Management Plan, CHAMPS Plans, Reduction of Referrals and Suspensions, Classroom Observations to Include Use of Observation Tools from CHAMPS, REACH Lesson Plans Follow Up, Behavior Tracking Sheets, Use of Student/ Teacher Conference Forms, Increase in Positive Interactions with students using the REACH Referral

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

Administration will provide feedback to teachers about their classroom management plans and observe them in action. Administration will meet with teachers about CHAMPS and PBS during PLC's.

Person Responsible

Joette Burse

Schedule

Daily, from 8/8/2016 to 6/1/2017

Evidence of Completion

Observation Notes, Evidence of Classroom Rules, Expectations, Teacher Behavior Management Plan, CHAMPS Plans, Reduction of Referrals and Suspensions, Classroom Observations to Include Use of Observation Tools from CHAMPS, REACH Lesson Plans Follow Up, Behavior Tracking Sheets, Use of Student/ Teacher Conference Forms

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

Student referral data will be reviewed monthly by the PBS team.

Person Responsible

Joette Burse

Schedule

Monthly, from 8/8/2016 to 6/1/2017

Evidence of Completion

Average Referrals by Month, Location, Staff Member, Demographics, and Behavior

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

G087121

G3.B1 Increase knowledge addressing using data to make decisions. 2

B231629

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

S244344

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 8/30/2016 to 5/31/2017

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 9/20/2016 to 5/31/2017

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 9/20/2016 to 5/31/2017

Evidence of Completion

Examination of test results.

G3.B1.S2 Data used to modify instruction 4

 S244345

Strategy Rationale

Data not used to make decisions throughout the year.

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.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B1.S2.MA1 M328376	Administration will work with teachers to create quality assessments.	Kirby, Antionette	9/3/2014	Assessments created.	6/1/2015 monthly
G3.B1.S2.MA1 M328377	Assessments will be submitted two weeks prior to the start of instruction to determine if they...	Kirby, Antionette	8/22/2014	Teacher created assessments.	6/1/2015 monthly
G3.B1.S2.A1 A316400	Standards and Assessment Implementation	Kirby, Antionette	8/18/2014	Assessments created by teachers and data	6/1/2015 monthly
G1.B1.S5.A1 A316396	Provide job-embedded professional development addressing the complexity of the standards.	Burdick, Davina	9/13/2016	Agendas and materials will be collected as evidence.	3/13/2017 weekly
G1.B1.S1.A1 A316392	Implement monthly professional development addressing math, ELA, science strategies to increase...	Burdick, Davina	10/18/2016	Student work samples and observations will reflect the use of identifying similarities and differences, summarizing, practice, nonlinguistic representations, cooperative learning, feedback, advanced organizers.	5/30/2017 monthly
G1.MA1 M328370	Observational notes will be used to determine the progress towards the goal.	Kirby, Antionette	9/6/2016	Carbon copies of the notes left for teachers during observations.	5/31/2017 one-time
G3.MA1 M328378	Teachers will create monthly action plans to chart students progress towards goals.	Kirby, Antionette	9/20/2016	Monthly action plans created by teachers based on data and student needs.	5/31/2017 monthly
G1.B1.S1.MA1 M328363	Classroom walkthroughs will be conducted to ensure strategies are implemented.	Kirby, Antionette	9/7/2016	Observation notes.	5/31/2017 weekly
G1.B1.S1.MA1 M328364	Classroom observations will be conducted.	Kirby, Antionette	9/6/2016	Increased student achievement on benchmark assessments. Classroom observation notes will be gathered. Student work samples will be reviewed.	5/31/2017 daily
G3.B1.S1.MA1 M328374	Test results will be used to determine effectiveness.	Kirby, Antionette	9/20/2016	Examination of test results.	5/31/2017 monthly
G3.B1.S1.MA1 M328375	Monthly meetings will be held to discuss data from tests.	Kirby, Antionette	9/20/2016	Data action plans will be created.	5/31/2017 monthly
G3.B1.S1.A1 A316399	Professional development on Data Collection	Kirby, Antionette	8/30/2016	Student data that will be examined monthly by administration.	5/31/2017 weekly
G1.B1.S5.MA1 M328368	Student progress monitoring data, module assessments, and unit assessments.	Kirby, Antionette	9/20/2016	Data sheets will be used to gather data and monitor students progress.	5/31/2017 monthly
G1.B1.S5.MA1 M328369	Classroom observations and student work samples will be used to monitor effectiveness.	Kirby, Antionette	9/20/2016	Student work samples will be used to monitor the level of complexity of tasks students are completing.	5/31/2017 weekly
G1.B1.S5.A2 A316397	Lesson plans reflect the complexity of the standards.	Kirby, Antionette	9/20/2016	Student work samples and classroom observations.	5/31/2017 daily
G2.MA1 M328373	Student referral data will be reviewed monthly by the PBS team.	Burse, Joette	9/7/2016	Average Referrals by Month, Location, Staff Member, Demographics, and Behavior	6/1/2017 monthly
G2.B1.S1.MA1 M328371	Student referral data will be reviewed monthly by the PBS team.	Burse, Joette	8/8/2016	Average Referrals by Month, Location, Staff Member, Demographics, and Behavior	6/1/2017 monthly
G2.B1.S1.MA1 M328372	Administration will provide feedback to teachers about their classroom management plans and observe...	Burse, Joette	8/8/2016	Observation Notes, Evidence of Classroom Rules, Expectations, Teacher Behavior Management Plan, CHAMPS Plans, Reduction of Referrals and Suspensions, Classroom	6/1/2017 daily

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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
				Observations to Include Use of Observation Tools from CHAMPS, REACH Lesson Plans Follow Up, Behavior Tracking Sheets, Use of Student/ Teacher Conference Forms	
G2.B1.S1.A1  A316398	Professional development on the topics of Positive Behavior Support and CHAMPS.	Burse, Joette	8/8/2016	Evidence of Classroom Rules, Expectations, Teacher Behavior Management Plan, CHAMPS Plans, Reduction of Referrals and Suspensions, Classroom Observations to Include Use of Observation Tools from CHAMPS, REACH Lesson Plans Follow Up, Behavior Tracking Sheets, Use of Student/ Teacher Conference Forms, Increase in Positive Interactions with students using the REACH Referral	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. High yield strategies (identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, practice, nonlinguistic representations, cooperative learning, and setting objectives and providing feedback, and advance organizers) 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 10/18/2016 to 5/30/2017

G1.B1.S5 Lessons and activities address the complexity of the standards.

PD Opportunity 1

Provide job-embedded professional development addressing the complexity of the standards.

Facilitator

Davina Burdick

Participants

K-5, ESE teachers

Schedule

Weekly, from 9/13/2016 to 3/13/2017

G2. CHAMPS and PBS will be used to decrease the number of students with 2 or more behavior referrals.

G2.B1 Students do not know or follow the rules, expectations, and procedures of school.

G2.B1.S1 Staff will teach school-wide expectations, classroom rules, and procedures and hold students accountable for following them.

PD Opportunity 1

Professional development on the topics of Positive Behavior Support and CHAMPS.

Facilitator

Joette Burse and Kelly Urban

Participants

K-5 teachers

Schedule

Monthly, from 8/8/2016 to 6/1/2017

G3. Data will drive instructional practices across content areas.

G3.B1 Increase knowledge addressing using data to make decisions.

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 8/30/2016 to 5/31/2017

G3.B1.S2 Data used to modify instruction

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

VI. Technical Assistance Items

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

VII. Budget

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.S5.A1	Provide job-embedded professional development addressing the complexity of the standards.	\$0.00
3	G1.B1.S5.A2	Lesson plans reflect the complexity of the standards.	\$0.00
4	G2.B1.S1.A1	Professional development on the topics of Positive Behavior Support and CHAMPS.	\$0.00
5	G3.B1.S1.A1	Professional development on Data Collection	\$0.00
6	G3.B1.S2.A1	Standards and Assessment Implementation	\$0.00
Total:			\$0.00