

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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Edgar L. Padgett Elementary

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 is 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. PBIS 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 PBIS, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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	22	25	16	28	14	21	0	0	0	0	0	0	0	126
One or more suspensions	4	6	13	15	15	12	0	0	0	0	0	0	0	65
Course failure in ELA or Math	3	4	4	2	0	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	17	16	29	0	0	0	0	0	0	0	62

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	5	4	13	13	17	0	0	0	0	0	0	0	55

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

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. Monthly newsletters are also used.

C. Effective Leadership

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

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 implement 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 assist with job-embedded training, modeling, and mentoring teachers. They also engage in the coaching cycle with teachers. Additional instructional materials are funded using Title I funds. The materials are inventoried annually by the Leadership Team. Title I Instructional paraprofessional works with students identified through data that need additional support. Our ESE operational budget provides support to students with disabilities. Title I, Part A Title I, Part A, funds school-wide services to Padgett Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly. Title X- Homeless The

Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

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
Tess Davis	Parent
Kelli Griffin	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 classroom 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 2016 2-17 data, Padgett Elementary needs to continue to focus on reading proficiency across grade levels. As a school, our learning gains have increased each year. Math is an area of strength.

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.

In reading, we need to focus on our core instruction.

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.** Complexity with a focus on the higher levels of Marzano's Taxonomy of educational objectives and autonomy will be utilized 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. Complexity with a focus on the higher levels of Marzano's Taxonomy of educational objectives and autonomy will be utilized to increase proficiency across content areas. 1a

G098886

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

- Lack of complexity and autonomy during instruction.

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

Progress monitoring data

Person Responsible

Antionette Kirby

Schedule

Quarterly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Progress Monitoring Data

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

1a

G098887

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	65.0

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 8/3/2017 to 5/24/2018

Evidence of Completion

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

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

G098888

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

- Knowledge addressing using data to make decisions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration, Support team, district personnel, FAIR, STAR, 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

Joette Burse

Schedule

Monthly, from 8/22/2017 to 8/22/2017

Evidence of Completion

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

Plan to Monitor Progress Toward G3. 8

Students identified as needing support in math and reading in third through fifth grade will receive tutoring support during the day or after school.

Person Responsible

Davina Burdick

Schedule

Weekly, from 1/9/2018 to 3/20/2018

Evidence of Completion

Times sheets and logs

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

 = Problem Solving Step  S123456 = Quick Key

G1. Complexity with a focus on the higher levels of Marzano's Taxonomy of educational objectives and autonomy will be utilized to increase proficiency across content areas. 1

G098886

G1.B1 Lack of complexity and autonomy during instruction. 2

B266196

G1.B1.S1 Implement elements of Marzano's Essentials for Achieving Rigor Model. 4

S282130

Strategy Rationale

Addresses complexity, autonomy, and standards based instruction

Action Step 1 5

Professional development on Marzano's Teaching Map

Person Responsible

Antionette Kirby

Schedule

Quarterly, from 8/3/2017 to 4/24/2018

Evidence of Completion

Student work samples and observations will reflect the use of the Marzano Teaching Map

Action Step 2 5

Job embedded professional development on Marzano's Taxonomy of Educational Objectives

Person Responsible

Davina Burdick

Schedule

Weekly, from 8/3/2017 to 5/15/2018

Evidence of Completion

Student work samples, observations, and lesson plans will reflect the use of the higher levels of Marzano's Taxonomy of Educational Objectives,

Action Step 3 5

Teacher sort lesson activities based on educational objectives

Person Responsible

Davina Burdick

Schedule

Monthly, from 8/29/2017 to 4/17/2018

Evidence of Completion

Teachers bring activities planned and samples of student work to determine the Marzano Taxonomy level.

Action Step 4 5

Standards based instruction planning

Person Responsible

Antionette Kirby

Schedule

Weekly, from 8/15/2017 to 5/17/2018

Evidence of Completion

Student work samples, lesson plans, and observations will be used to determine if standards based instruction is implemented with fidelity.

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

Daily observations will be conducted to observe the implementation of Marzano's Essentials for Achieving Rigor

Person Responsible

Antionette Kirby

Schedule

Daily, from 8/14/2017 to 5/4/2018

Evidence of Completion

Increased student achievement on assessments and increase student engagement. Observations logs in the form of tally charts will also be implemented.

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

Formative assessments will be used to determine the effectiveness

Person Responsible

Antionette Kirby

Schedule

Monthly, from 8/28/2017 to 5/11/2018

Evidence of Completion

Data sheets will be used to monitor effectiveness.

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

G098887

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

B266198

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

S282135

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 8/3/2017 to 5/25/2018

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 Reward

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 8/3/2017 to 5/24/2018

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 8/3/2017 to 5/24/2018

Evidence of Completion

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

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

G098888

G3.B1 Knowledge addressing using data to make decisions. 2

B266199

G3.B1.S1 Implement data driven decision making. 4

S282136

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 and Analysis

Person Responsible

Davina Burdick

Schedule

Monthly, from 8/22/2017 to 5/11/2018

Evidence of Completion

Student data that will be examined monthly by administration.

Action Step 2 5

Implementation of guided reading and guided math planning template

Person Responsible

Joette Burse

Schedule

Quarterly, from 8/4/2017 to 4/5/2018

Evidence of Completion

Observations and guided reading and math lesson plans will be used

Action Step 3 5

Action Plan creation

Person Responsible

Joette Burse

Schedule

Monthly, from 8/22/2017 to 4/6/2018

Evidence of Completion

Teachers will use data to create action plans to target skills students are missing

Action Step 4 5

Feedback based on observations, action plans, and student work samples.

Person Responsible

Joette Burse

Schedule

Monthly, from 8/29/2017 to 4/6/2018

Evidence of Completion

Feedback logs will be used.

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

Monthly meetings will be held to discuss data action plans

Person Responsible

Joette Burse

Schedule

Monthly, from 8/29/2017 to 5/11/2018

Evidence of Completion

Data action plans will be created.

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

Guided reading and math lesson plans

Person Responsible

Joette Burse

Schedule

Weekly, from 8/29/2017 to 5/3/2018

Evidence of Completion

Lesson plans will be compared to observations conducted. Feedback will be provided.

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 8/29/2017 to 4/6/2018

Evidence of Completion

Examination of test results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G3.MA1 M413142	Teachers will create monthly action plans to chart students progress towards goals.	Burse, Joette	8/22/2017	Monthly action plans created by teachers based on data and student needs.	8/22/2017 monthly
G3.MA2 M413143	Students identified as needing support in math and reading in third through fifth grade will...	Burdick, Davina	1/9/2018	Times sheets and logs	3/20/2018 weekly
G3.B1.S1.A2 A380713	Implementation of guided reading and guided math planning template	Burse, Joette	8/4/2017	Observations and guided reading and math lesson plans will be used	4/5/2018 quarterly
G3.B1.S1.MA1 M413139	Test results will be used to determine effectiveness.	Kirby, Antionette	8/29/2017	Examination of test results.	4/6/2018 monthly
G3.B1.S1.A3 A380714	Action Plan creation	Burse, Joette	8/22/2017	Teachers will use data to create action plans to target skills students are missing	4/6/2018 monthly
G3.B1.S1.A4 A380715	Feedback based on observations, action plans, and student work samples.	Burse, Joette	8/29/2017	Feedback logs will be used.	4/6/2018 monthly
G1.B1.S1.A3 A380704	Teacher sort lesson activities based on educational objectives	Burdick, Davina	8/29/2017	Teachers bring activities planned and samples of student work to determine the Marzano Taxonomy level.	4/17/2018 monthly
G1.B1.S1.A1 A380702	Professional development on Marzano's Teaching Map	Kirby, Antionette	8/3/2017	Student work samples and observations will reflect the use of the Marzano Teaching Map	4/24/2018 quarterly
G3.B1.S1.MA3 M413141	Guided reading and math lesson plans	Burse, Joette	8/29/2017	Lesson plans will be compared to observations conducted. Feedback will be provided.	5/3/2018 weekly
G1.B1.S1.MA1 M413129	Daily observations will be conducted to observe the implementation of Marzano's Essentials for...	Kirby, Antionette	8/14/2017	Increased student achievement on assessments and increase student engagement. Observations logs in the form of tally charts will also be implemented.	5/4/2018 daily
G1.MA1 M413135	Progress monitoring data	Kirby, Antionette	8/28/2017	Progress Monitoring Data	5/11/2018 quarterly
G1.B1.S1.MA1 M413128	Formative assessments will be used to determine the effectiveness	Kirby, Antionette	8/28/2017	Data sheets will be used to monitor effectiveness.	5/11/2018 monthly
G3.B1.S1.MA1 M413140	Monthly meetings will be held to discuss data action plans	Burse, Joette	8/29/2017	Data action plans will be created.	5/11/2018 monthly
G3.B1.S1.A1 A380712	Professional development on Data Collection and Analysis	Burdick, Davina	8/22/2017	Student data that will be examined monthly by administration.	5/11/2018 monthly
G1.B1.S1.A2 A380703	Job embedded professional development on Marzano's Taxonomy of Educational Objectives	Burdick, Davina	8/3/2017	Student work samples, observations, and lesson plans will reflect the use of the higher levels of Marzano's Taxonomy of Educational Objectives,	5/15/2018 weekly
G1.B1.S1.A4 A380705	Standards based instruction planning	Kirby, Antionette	8/15/2017	Student work samples, lesson plans, and observations will be used to determine if standards based instruction is implemented with fidelity.	5/17/2018 weekly
G2.MA1 M413138	Student referral data will be reviewed monthly by the PBS team.	Burse, Joette	8/3/2017	Average Referrals by Month, Location, Staff Member, Demographics, and Behavior	5/24/2018 monthly
G2.B1.S1.MA1 M413136	Student referral data will be reviewed monthly by the PBS team.	Burse, Joette	8/3/2017	Average Referrals by Month, Location, Staff Member, Demographics, and Behavior	5/24/2018 monthly

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Edgar L. Padgett Elementary

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1 M413137	Administration will provide feedback to teachers about their classroom management plans and observe...	Burse, Joette	8/3/2017	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	5/24/2018 daily
G2.B1.S1.A1 A380711	Professional development on the topics of Positive Behavior Support and CHAMPS.	Burse, Joette	8/3/2017	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 Reward	5/25/2018 monthly

V. Professional Development Opportunities

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

G1. Complexity with a focus on the higher levels of Marzano's Taxonomy of educational objectives and autonomy will be utilized to increase proficiency across content areas.

G1.B1 Lack of complexity and autonomy during instruction.

G1.B1.S1 Implement elements of Marzano's Essentials for Achieving Rigor Model.

PD Opportunity 1

Professional development on Marzano's Teaching Map

Facilitator

Antionette Kirby

Participants

All instructional staff

Schedule

Quarterly, from 8/3/2017 to 4/24/2018

PD Opportunity 2

Job embedded professional development on Marzano's Taxonomy of Educational Objectives

Facilitator

Davina Burdick, Kelli Griffin

Participants

All instructional staff

Schedule

Weekly, from 8/3/2017 to 5/15/2018

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 8/3/2017 to 5/25/2018

G3. Data will drive instructional practices across content areas.

G3.B1 Knowledge addressing using data to make decisions.

G3.B1.S1 Implement data driven decision making.

PD Opportunity 1

Professional development on Data Collection and Analysis

Facilitator

Burdick and Griffin

Participants

All teachers

Schedule

Monthly, from 8/22/2017 to 5/11/2018

VI. Technical Assistance Items

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

G1. Complexity with a focus on the higher levels of Marzano's Taxonomy of educational objectives and autonomy will be utilized to increase proficiency across content areas.

G1.B1 Lack of complexity and autonomy during instruction.

G1.B1.S1 Implement elements of Marzano's Essentials for Achieving Rigor Model.

TA Opportunity 1

Teacher sort lesson activities based on educational objectives

Facilitator

Burdick, Griffin

Participants

Instructional Staff

Schedule

Monthly, from 8/29/2017 to 4/17/2018

TA Opportunity 2

Standards based instruction planning

Facilitator

Burdick and Griffin

Participants

All instructional staff

Schedule

Weekly, from 8/15/2017 to 5/17/2018

G3. Data will drive instructional practices across content areas.

G3.B1 Knowledge addressing using data to make decisions.

G3.B1.S1 Implement data driven decision making.

TA Opportunity 1

Implementation of guided reading and guided math planning template

Facilitator

Burse, Kirby, Griffin, Burdick

Participants

K-5 teachers

Schedule

Quarterly, from 8/4/2017 to 4/5/2018

TA Opportunity 2

Action Plan creation

Facilitator

Kirby, Burse, Burdick, Griffin

Participants

Instructional Staff

Schedule

Monthly, from 8/22/2017 to 4/6/2018

TA Opportunity 3

Feedback based on observations, action plans, and student work samples.

Facilitator

Burse, Kirby, Griffin, Burdick

Participants

K-5 teachers

Schedule

Monthly, from 8/29/2017 to 4/6/2018

VII. Budget

Polk - 1451 - Edgar L. Padgett Elementary - 2017-18 SIP
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1	G1.B1.S1.A1	Professional development on Marzano's Teaching Map				\$0.00
2	G1.B1.S1.A2	Job embedded professional development on Marzano's Taxonomy of Educational Objectives				\$147,616.80
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		130-Other Certified Instructional Personnel	1451 - Edgar L. Padgett Elementary	Title, I Part A		\$71,586.00
			<i>Notes: Reading Coach</i>			
		130-Other Certified Instructional Personnel	1451 - Edgar L. Padgett Elementary	Title, I Part A		\$64,938.00
			<i>Notes: Math Coach</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$5,000.00
			<i>Notes: Professional Development materials: Marzano Books, chart paper, supplies, etc</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$6,092.80
			<i>Notes: Curriculum Planning Subs</i>			
3	G1.B1.S1.A3	Teacher sort lesson activities based on educational objectives				\$0.00
4	G1.B1.S1.A4	Standards based instruction planning				\$0.00
5	G2.B1.S1.A1	Professional development on the topics of Positive Behavior Support and CHAMPS.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$500.00
			<i>Notes: Social Skills and Reading Integration Books</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$1,000.00
			<i>Notes: Home School Connection Newsletters</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$6,500.00
			<i>Notes: Parent Involvement Materials, Agendas, Food</i>			
6	G3.B1.S1.A1	Professional development on Data Collection and Analysis				\$0.00
7	G3.B1.S1.A2	Implementation of guided reading and guided math planning template				\$31,604.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$10,000.00
			<i>Notes: Purchase classroom book and leveled readers</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$2,700.00

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			<i>Notes: Scholastic News used during literacy centers.</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$2,500.00
			<i>Notes: Listening Books on CD</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$5,000.00
			<i>Notes: I Pads</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$5,000.00
			<i>Notes: Reading, Math, Science Center Activities, paper, copies, toner, ink, etc to create centers for differentiated instruction</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$6,404.00
			<i>Notes: Media Center books</i>			
8	G3.B1.S1.A3	Action Plan creation				\$28,998.45
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$5,074.30
			<i>Notes: After-school tutoring program</i>			
		150-Aides	1451 - Edgar L. Padgett Elementary	Title, I Part A		\$23,924.15
			<i>Notes: Paraprofessional to support small group instruction.</i>			
9	G3.B1.S1.A4	Feedback based on observations, action plans, and student work samples.				\$0.00
					Total:	\$216,219.25