

Polk County Public Schools

Edgar L. Padgett Elementary



2018-19 Schoolwide Improvement Plan

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Edgar L. Padgett Elementary

110 LEEELON RD, Lakeland, FL 33809

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	62%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	C*

School Board Approval

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

SIP Authority

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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

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
Coughlin, Patrick	School Counselor

Duties

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

The leadership team meetings weekly to discuss strategies of support for students and teachers, Each member is an equal partner in decision making. Using MTSS and classroom observations strategies are discussed and implemented.

Early Warning Systems

Year 2017-18

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	24	18	29	16	24	18	0	0	0	0	0	0	0	129
One or more suspensions	6	8	12	12	16	5	0	0	0	0	0	0	0	59
Course failure in ELA or Math	2	3	0	7	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	3	9	13	0	0	0	0	0	0	0	25

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	0	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Based on 2017-2018 FSA data, the data component that performed the lowest was the bottom 25% in reading. This is a trend.

Which data component showed the greatest decline from prior year?

Based on 2017-2018 FSA data, the data component that showed the greatest decline was the bottom 25% in reading.

Which data component had the biggest gap when compared to the state average?

The largest positive gap is in math, our math proficiency is 12 points above the state. The largest negative gap is in reading, our reading proficiency is 4 points below the state.

Which data component showed the most improvement? Is this a trend?

Based on 2017-2018 FSA data, the data component that showed the most improvement was math proficiency which increased from 61% to 74%. This is a trend, each year, our overall math proficiency increases.

Describe the actions or changes that led to the improvement in this area.

The actions that led to the improvement in math proficiency were: weekly planning centered around the depth of the standards, increased use of mathematical tasks, students writing about their thinking processes in math, and utilization of item specifications to create student assignments.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	52%	50%	56%	45%	48%	52%
ELA Learning Gains	54%	51%	55%	51%	49%	52%
ELA Lowest 25th Percentile	42%	45%	48%	39%	42%	46%
Math Achievement	74%	58%	62%	57%	54%	58%
Math Learning Gains	73%	56%	59%	62%	52%	58%
Math Lowest 25th Percentile	55%	44%	47%	59%	41%	46%
Science Achievement	63%	53%	55%	42%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	24 (22)	18 (25)	29 (16)	16 (28)	24 (14)	18 (21)	129 (126)
One or more suspensions	6 (4)	8 (6)	12 (13)	12 (15)	16 (15)	5 (12)	59 (65)
Course failure in ELA or Math	2 (3)	3 (4)	0 (4)	7 (2)	0 (0)	0 (0)	12 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	3 (17)	9 (16)	13 (29)	25 (62)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	53%	51%	2%	57%	-4%
	2017	41%	53%	-12%	58%	-17%
Same Grade Comparison		12%				
Cohort Comparison						
04	2018	45%	48%	-3%	56%	-11%
	2017	49%	51%	-2%	56%	-7%
Same Grade Comparison		-4%				
Cohort Comparison		4%				
05	2018	45%	50%	-5%	55%	-10%
	2017	44%	44%	0%	53%	-9%
Same Grade Comparison		1%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	61%	56%	5%	62%	-1%
	2017	55%	58%	-3%	62%	-7%
Same Grade Comparison		6%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	65%	57%	8%	62%	3%
	2017	73%	60%	13%	64%	9%
Same Grade Comparison		-8%				
Cohort Comparison		10%				
05	2018	79%	56%	23%	61%	18%
	2017	56%	47%	9%	57%	-1%
Same Grade Comparison		23%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	55%	51%	4%	55%	0%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	37	41	46	44	35	38				
ELL	40	59		57	65	45	36				
BLK	29	31	29	54	56	47	29				
HSP	54	61		72	71	50	55				
MUL	75			83							
WHT	61	57	58	86	81	69	76				
FRL	48	52	38	72	72	57	56				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	8	30	35	24	59	57	9				
ELL	29	37	30	50	63						
BLK	32	43	33	39	64	61	17				
HSP	44	46	40	70	70	60	61				
WHT	55	57	73	70	79	69	66				
FRL	42	51	46	57	73	65	40				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Data will drive instructional practices across content areas.
Rationale	Data indicates that as a school, Padgett struggles with the lowest performing students and reading proficiency. Data will be used to implement interventions and make modifications to instructional practices.
Intended Outcome	Increased proficiency levels in reading, math, and science. Increased learning gains in reading and math.
Point Person	Antionette Kirby (antionette.kirby@polk-fl.net)

Action Step

Description	Review with teachers how to collect and use data to inform instructional decisions and how to create action plans and monitor their effectiveness. Both the math and reading coach will provide support with data analysis and the creation of action plans. Additional academic support will be provided to students in the form of after school/weekend tutoring based on data utilizing Title I funds.
Person Responsible	Antionette Kirby (antionette.kirby@polk-fl.net)

Plan to Monitor Effectiveness

Description	Examine action plans and conduct classroom walkthroughs to observe implementation of action plans.
Person Responsible	Antionette Kirby (antionette.kirby@polk-fl.net)

Activity #2	
Title	Implement elements of Marzano's Essentials for Achieving Rigor Model.
Rationale	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.
Intended Outcome	Increased student autonomy and the instruction that is taught to the depth and breadth of standards.
Point Person	Antionette Kirby (antionette.kirby@polk-fl.net)
Action Step	
Description	Professional development on Marzano's Teaching Map led by our Reading and Math Coach. Both coaches will engage in the coaching cycle to provide support to teachers. They will also assist with pulling resources for teachers. Professional development, curriculum planning, and professional materials will be purchased and implemented to provide support for teachers utilizing Title I funds. Classroom materials that support autonomy and rigor will be provided to teachers and implemented in the classroom.
Person Responsible	Davina Burdick (davina.burdick@polk-fl.net)
Plan to Monitor Effectiveness	
Description	Student work samples and observations will reflect the use of the Marzano Teaching Map. Classroom observations using school created feedback form will also be utilized.
Person Responsible	Antionette Kirby (antionette.kirby@polk-fl.net)

Activity #3	
Title	CHAMPS and PBS will be used to decrease the number of students with 2 or more behavior referrals.
Rationale	Students do not know or follow the rules, expectations, and procedures of school. 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.
Intended Outcome	Decrease in the number of students with 2 or more referrals.
Point Person	Joette Burse (joette.burse@polk-fl.net)
Action Step	
Description	Professional development on the topics of Positive Behavior Support and CHAMPS. Teachers will teach and model and students will be rewarded based on implementation.
Person Responsible	Joette Burse (joette.burse@polk-fl.net)
Plan to Monitor Effectiveness	
Description	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. 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
Person Responsible	Joette Burse (joette.burse@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

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).

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 I Station and STAR Early Literacy. 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 STAR Early Literacy Assessment is administered three times throughout the school year.

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.

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

Twice a year, college and career awareness week is held. Local colleges and businesses present information.

Part V: Budget

Total:

\$0.00