

Polk County Public Schools

# Edgar L. Padgett Elementary



## 2019-20 Schoolwide Improvement Plan

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**Edgar L. Padgett Elementary**

110 LEELOON RD, Lakeland, FL 33809

<http://www.polk-fl.net/padgett>**Demographics****Principal: Joette Burse**

Start Date for this Principal: 8/21/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (53%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: C (51%) 2014-15: C (43%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	B	B	C

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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. 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	Job Duties and Responsibilities
Kirby, Antionette	Principal	
Burse, Joette	Assistant Principal	
Burdick, Davina	Instructional Coach	
Griffin, Keli	Instructional Coach	
Coughlin, Patrick	School Counselor	

### Early Warning Systems

#### Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	95	96	81	70	95	90	0	0	0	0	0	0	0	527
Attendance below 90 percent	37	13	14	26	19	19	0	0	0	0	0	0	0	128
One or more suspensions	8	5	7	18	8	14	0	0	0	0	0	0	0	60
Course failure in ELA or Math	8	9	1	7	0	7	0	0	0	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	8	23	26	0	0	0	0	0	0	0	57

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	4	0	0	5	9	16	0	0	0	0	0	0	0	34

**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	5	6	3	10	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	1	0	2	0	0	0	0	0	0	0	3

**FTE units allocated to school (total number of teacher units)**

30

**Date this data was collected or last updated**

Wednesday 8/21/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis**



**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	54%	51%	57%	46%	51%	55%
ELA Learning Gains	56%	51%	58%	52%	53%	57%
ELA Lowest 25th Percentile	57%	49%	53%	49%	50%	52%
Math Achievement	57%	57%	63%	62%	58%	61%
Math Learning Gains	58%	56%	62%	73%	57%	61%
Math Lowest 25th Percentile	45%	47%	51%	64%	49%	51%
Science Achievement	42%	47%	53%	51%	46%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	95 (0)	96 (0)	81 (0)	70 (0)	95 (0)	90 (0)	527 (0)
Attendance below 90 percent	37 (24)	13 (18)	14 (29)	26 (16)	19 (24)	19 (18)	128 (129)
One or more suspensions	8 (6)	5 (8)	7 (12)	18 (12)	8 (16)	14 (5)	60 (59)
Course failure in ELA or Math	8 (2)	9 (3)	1 (0)	7 (7)	0 (0)	7 (0)	32 (12)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	8 (3)	23 (9)	26 (13)	57 (25)

**Grade Level Data**

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	52%	-1%	58%	-7%
	2018	53%	51%	2%	57%	-4%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	60%	48%	12%	58%	2%
	2018	45%	48%	-3%	56%	-11%
Same Grade Comparison		15%				
Cohort Comparison		7%				
05	2019	41%	47%	-6%	56%	-15%
	2018	45%	50%	-5%	55%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	56%	-6%	62%	-12%
	2018	61%	56%	5%	62%	-1%
Same Grade Comparison		-11%				
Cohort Comparison						
04	2019	76%	56%	20%	64%	12%
	2018	65%	57%	8%	62%	3%
Same Grade Comparison		11%				
Cohort Comparison		15%				
05	2019	40%	51%	-11%	60%	-20%
	2018	79%	56%	23%	61%	18%
Same Grade Comparison		-39%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	40%	45%	-5%	53%	-13%
	2018	55%	51%	4%	55%	0%
Same Grade Comparison		-15%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	34	40	46	35	26	18	14				
ELL	49	54		57	67	64					
BLK	40	42	40	46	53	40	20				
HSP	57	69	70	57	60	45	38				
MUL	70			60							
WHT	61	57	60	64	58		53				
FRL	41	49	52	50	59	44	35				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	59
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	65
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

Economically disadvantaged and students with disabilities showed the lowest performance. Last year, we saw a decline in math overall in grades 3 and 5. One contributing factor is a lack of spiral review of previously taught content. Last year data is not a trend. The previous year we saw increases across the board.

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

Our greatest decline was with our economically disadvantaged students in math. This decline was partially due to lack of spiral review.

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

Fifth grade math had the greatest gap as compared to the state. The decline was due to a lack of spiral review of previously taught content.

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

Fourth grade math showed the greatest improvement. A focus was placed on spiral review, student autonomy, and tutoring.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Two potential areas of concern are student attendance and out of school suspensions.

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

1. Data driven instruction
2. Bottom 30% in Reading
3. Bottom 30% in Math
4. Economically Disadvantaged Students
5. Students with Disabilities

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Data Driven increase to increase proficiency of Economically Disadvantaged (ED) and Students with Disabilities (SWD)
<b>Rationale</b>	Data indicates that as a school, Padgett struggles with increasing the proficiency of the following cells ED and SWD.
<b>State the measurable outcome the school plans to achieve</b>	Increased proficiency in reading to 40% (SWD) and 45% (ED). Increased math proficiency in math to 40% (SWD) and 55% (ED).
<b>Person responsible for monitoring outcome</b>	Antionette Kirby (antionette.kirby@polk-fl.net)
<b>Evidence-based Strategy</b>	Padgett will utilize data to drive instruction and for flexible grouping of students.
<b>Rationale for Evidence-based Strategy</b>	Data will help us determine which students need remediation and which students need enrichment. Teachers will use current data to inform instructional decisions. Data will also be used to determine extended learning groups.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Inclusion teachers and self contained teachers planning with general classroom teachers and summer collaborative planning</li> <li>2. Job embedded training on flexible groups in reading and math and lesson planning using the Literacy and Math Coach</li> <li>3. Family involvement events to provide resources for improved proficiency: A Grand Morning of Reading, Multicultural Night, Grade level tasting, Real Men Read, A Night of Reading</li> <li>4. Job embedded training on data collection and analysis for improved instruction</li> <li>5. Extended Learning and classroom support provided by instructional paraprofessionals</li> </ol>
<b>Person Responsible</b>	Antionette Kirby (antionette.kirby@polk-fl.net)

#2	
<b>Title</b>	Implementation of Marzano's Essential for Achieving Rigor
<b>Rationale</b>	Data indicates that as a school, Padgett struggles with increasing learning gains in all students.
<b>State the measurable outcome the school plans to achieve</b>	Increased learning gains in reading to 60% and in reading bottom 25% to 60%. Increased learning gains in math 65% and in math bottom 25% to 55%.
<b>Person responsible for monitoring outcome</b>	Antionette Kirby (antionette.kirby@polk-fl.net)
<b>Evidence-based Strategy</b>	Implement Marzano's Essentials for Achieving Rigor with a focus on student autonomy, complexity levels, target task alignment, learning targets and success criteria.
<b>Rationale for Evidence-based Strategy</b>	Mrazano is a district initiative with a proven track record of increasing student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Reintroduce Marzano's Elements of Rigor including student autonomy and complexity levels</li> <li>2. Job-embedded professional development addressing standards and creating learning targets and use of Standards tracker and LSI Conference and implementation of best practices based on the conference</li> <li>3. Students use technology to complete complex tasks including I pads that will come with carts and cases</li> <li>4. Review student work samples to examine the correlation</li> <li>5. Classroom Libraries, supplies and Scholastic News to support reading in the classroom</li> </ol>
<b>Person Responsible</b>	Antionette Kirby (antionette.kirby@polk-fl.net)

<b>#3</b>	
<b>Title</b>	CHAMPS and PBIS will be used to decrease the number of students with 2 or more school referrals.
<b>Rationale</b>	Students sometimes do not know or follow the rules, expectations, and procedures of school. Some students 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. In addition, sometimes students do not come to school with the social skills that are needed to collaborate at school and communicate appropriately. Students will need to be taught social skills and how to communicate appropriately. They will need opportunities to put their learning into practice.
<b>State the measurable outcome the school plans to achieve</b>	Decrease the number of students with two or more referrals.
<b>Person responsible for monitoring outcome</b>	Joette Burse (joette.burse@polk-fl.net)
<b>Evidence-based Strategy</b>	Our school will continue to implement PBIS and CHAMPS. Teachers will teach and model PBIS and CHAMPS social skills, procedures, and expectations. Students will be rewarded for their appropriate behaviors.
<b>Rationale for Evidence-based Strategy</b>	School-wide Positive Behavior Interventions and Supports is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. The goal of PBIS is to create a positive school climate, in which students learn and grow. PBIS represents a change in thinking about behavior and discipline. Instead of allowing poor behavior to escalate into disciplinary measures, the focus is on teaching and promoting positive behaviors. By building on these positive behaviors, escalations into discipline are reduced. CHAMPS, developed by Safe and Civil Schools, is a research-based set of guidelines that follows Positive Behavioral Interventions & Supports' framework for multi-tiered behavior support that helps outline and communicate expectations and procedures for students.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Attend DrumBeat Training and Implement with Small Groups</li> <li>2. Attend Sanford Harmony Training and Implement in all Classrooms</li> <li>3. Implement Mentoring for Tier Two Students</li> <li>4. Skillstreaming Used By Guidance as Needed with Small Groups/ Individual Students</li> <li>5. Mental Health Services for Tier 2, 3 or Students at Risk</li> </ol>
<b>Person Responsible</b>	Joette Burse (joette.burse@polk-fl.net)
<b>Additional Schoolwide Improvement Priorities (optional)</b>	

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**



## 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 Schoolwide Improvement Plan 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.**

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

#### **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.**

Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The IEP also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

Champs, PBIS & Sanford and Harmony, Check In Check Out, Mentoring Programs and DrumBeat.

#### **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 Liteacy 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

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

1	III.A.	Areas of Focus: Data Driven increase to increase proficiency of Economically Disadvantaged (ED) and Students with Disabilities (SWD)				\$241,097.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	100-Salaries	1451 - Edgar L. Padgett Elementary	Title, I Part A		\$139,969.00
			<i>Notes: Reading and Math Coach</i>			
	5100	150-Aides	1451 - Edgar L. Padgett Elementary	Title, I Part A		\$53,116.00
			<i>Notes: Paraprofessionals</i>			
	6300	100-Salaries	1451 - Edgar L. Padgett Elementary	Title, I Part A		\$8,000.00
			<i>Notes: Collaborative Planning</i>			
	5900	120-Classroom Teachers	1451 - Edgar L. Padgett Elementary			\$3,000.00
			<i>Notes: Extended Learning</i>			

	5100		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$12,000.00
			<i>Notes: I Pads, Cases, Carts</i>			
	6400		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$10,000.00
			<i>Notes: LSI Conference</i>			
	7730		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$2,000.00
			<i>Notes: LSI Administration</i>			
	6150		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$5,400.00
			<i>Notes: Family Involvement Events</i>			
	5100		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$7,612.00
			<i>Notes: Scholastic News, Supplies, Classroom Libraries</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Implementation of Marzano's Essential for Achieving Rigor</b>				<b>\$4,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$4,500.00
			<i>Notes: LSI Standards Tracker</i>			
<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: CHAMPS and PBIS will be used to decrease the number of students with 2 or more school referrals.</b>				<b>\$1,400.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$1,400.00
			<i>Notes: Drumbeat</i>			
<b>Total:</b>						<b>\$246,997.00</b>