

Polk County Public Schools

Edgar L. Padgett Elementary



2019-20 Schoolwide Improvement Plan

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Edgar L. Padgett Elementary

110 LEEELON RD, Lakeland, FL 33809

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

Demographics

Principal: Joette Burse

Start Date for this Principal: 8/21/2019

| | |
|--|---|
| 2019-20 Status (per MSID File) | Active |
| School Type and Grades Served (per MSID File) | Elementary School PK-5 |
| Primary Service Type (per MSID File) | K-12 General Education |
| 2018-19 Title I School | Yes |
| 2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) | 100% |
| 2018-19 ESSA Subgroups Represented (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* |
| School Grades History | 2018-19: C (53%) 2017-18: B (59%) 2016-17: B (57%) 2015-16: C (51%) 2014-15: C (43%) |
| 2019-20 School Improvement (SI) Information* | |
| SI Region | Southwest |
| Regional Executive Director | |
| Turnaround Option/Cycle | N/A |
| Year | |
| Support Tier | |
| ESSA Status | 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.

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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110 LEELON RD, Lakeland, FL 33809

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

School Demographics

| | | |
|---|---|--|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p> | <p>2018-19 Title I School</p> <p style="text-align: center;">Yes</p> | <p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">95%</p> |
| <p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p> | <p>Charter School</p> <p style="text-align: center;">No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">62%</p> |

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

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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 | 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 | 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 | |
| Title | Data Driven increase to increase proficiency of Economically Disadvantaged (ED) and Students with Disabilities (SWD) |
| Rationale | Data indicates that as a school, Padgett struggles with increasing the proficiency of the following cells ED and SWD. |
| State the measurable outcome the school plans to achieve | Increased proficiency in reading to 40% (SWD) and 45% (ED). Increased math proficiency in math to 40% (SWD) and 55% (ED). |
| Person responsible for monitoring outcome | Antionette Kirby (antionette.kirby@polk-fl.net) |
| Evidence-based Strategy | Padgett will utilize data to drive instruction and for flexible grouping of students. |
| Rationale for Evidence-based Strategy | 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. |
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Inclusion teachers and self contained teachers planning with general classroom teachers and summer collaborative planning 2. Job embedded training on flexible groups in reading and math and lesson planning using the Literacy and Math Coach 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 4. Job embedded training on data collection and analysis for improved instruction 5. Extended Learning and classroom support provided by instructional paraprofessionals |
| Person Responsible | Antionette Kirby (antionette.kirby@polk-fl.net) |

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

| | |
|------------------|--|
| #3 | |
| Title | CHAMPS and PBIS will be used to decrease the number of students with 2 or more school referrals. |
| Rationale | 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. |

| | |
|---|---|
| State the measurable outcome the school plans to achieve | Decrease the number of students with two or more referrals. |
| Person responsible for monitoring outcome | Joette Burse (joette.burse@polk-fl.net) |
| Evidence-based Strategy | 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. |
| Rationale for Evidence-based Strategy | 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. |

| | |
|---------------------------|---|
| Action Step | |
| Description | <ol style="list-style-type: none"> 1. Attend DrumBeat Training and Implement with Small Groups 2. Attend Sanford Harmony Training and Implement in all Classrooms 3. Implement Mentoring for Tier Two Students 4. Skillstreaming Used By Guidance as Needed with Small Groups/ Individual Students 5. Mental Health Services for Tier 2, 3 or Students at Risk |
| Person Responsible | Joette Burse (joette.burse@polk-fl.net) |

Additional Schoolwide Improvement Priorities (optional)

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> | | | | | | |
| 2 | III.A. | Areas of Focus: Implementation of Marzano's Essential for Achieving Rigor | | | | \$4,500.00 |
| | 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> | | | | | | |
| 3 | III.A. | Areas of Focus: CHAMPS and PBIS will be used to decrease the number of students with 2 or more school referrals. | | | | \$1,400.00 |
| | 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> | | | | | | |
| Total: | | | | | | \$246,997.00 |