

Polk County Public Schools

Edgar L. Padgett Elementary



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Positive Culture & Environment	23
Budget to Support Goals	24

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: 6/24/2020

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	24

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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.

We achieve this by showing:

Respect

Effort

Attitude (Positive)

Cooperation

Honesty

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.

2021-22 Building Together: From GRIT to GROWTH

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Burse, Joette	Principal	School's instructional leader. Leads all instructional practices. Monitors the effectiveness of programs.
Burdick, Davina	Reading Coach	Provides reading support and coaching to classroom teachers. Assists with the implementation of programs.
Griffin, Keli	Math Coach	Provides math support and coaching to classroom teachers. Assists with the implementation of programs.
Coughlin, Patrick	School Counselor	Provides guidance for the school's positive culture and environment. Provides support for MTSS guidance.
Livingston, Shawn	Assistant Principal	Instructional leader. Leader of student services.

Demographic Information

Principal start date

Wednesday 6/24/2020, Joette Burse

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

39

Total number of students enrolled at the school

527

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	83	83	98	84	78	93	0	0	0	0	0	0	0	519
Attendance below 90 percent	29	34	30	19	26	30	0	0	0	0	0	0	0	168
One or more suspensions	2	1	5	7	9	20	0	0	0	0	0	0	0	44
Course failure in ELA	4	6	10	0	1	4	0	0	0	0	0	0	0	25
Course failure in Math	3	1	2	0	1	3	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	15	7	11	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	17	7	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	0	18	55	44	33	46	0	0	0	0	0	0	0	196

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	19	26	18	28	49	0	0	0	0	0	0	0	140

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	2	2	1	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	19	26	18	28	49	0	0	0	0	0	0	0	140

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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	
Number of students enrolled	90	104	86	75	93	92	0	0	0	0	0	0	0	540
Attendance below 90 percent	12	17	15	9	16	17	0	0	0	0	0	0	0	86
One or more suspensions	2	5	7	5	6	8	0	0	0	0	0	0	0	33
Course failure in ELA	2	5	4	12	2	0	0	0	0	0	0	0	0	25
Course failure in Math	4	5	4	12	2	0	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	15	7	11	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	12	17	7	0	0	0	0	0	0	0	36
December 2019 STAR Reading Level 1	0	20	5	16	15	21	0	0	0	0	0	0	0	77
December 2019 STAR Math Level 1	0	11	10	6	8	25	0	0	0	0	0	0	0	60

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	6	8	14	19	26	0	0	0	0	0	0	0	73

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	3	1	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	1	0	2	1	0	0	0	0	0	0	0	0	4

2020-21 - 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	
Number of students enrolled	90	104	86	75	93	92	0	0	0	0	0	0	0	540
Attendance below 90 percent	12	17	15	9	16	17	0	0	0	0	0	0	0	86
One or more suspensions	2	5	7	5	6	8	0	0	0	0	0	0	0	33
Course failure in ELA	2	5	4	12	2	0	0	0	0	0	0	0	0	25
Course failure in Math	4	5	4	12	2	0	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide ELA assessment	0	0	0	15	7	11	0	0	0	0	0	0	0	33
Level 1 on 2019 statewide Math assessment	0	0	0	12	17	7	0	0	0	0	0	0	0	36
December 2019 STAR Reading Level 1	0	20	5	16	15	21	0	0	0	0	0	0	0	77
December 2019 STAR Math Level 1	0	11	10	6	8	25	0	0	0	0	0	0	0	60

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	6	8	14	19	26	0	0	0	0	0	0	0	73

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	3	1	0	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	1	0	2	1	0	0	0	0	0	0	0	0	4

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				54%	51%	57%	52%	50%	56%
ELA Learning Gains				56%	51%	58%	54%	51%	55%
ELA Lowest 25th Percentile				57%	49%	53%	42%	45%	48%
Math Achievement				57%	57%	63%	74%	58%	62%
Math Learning Gains				58%	56%	62%	73%	56%	59%
Math Lowest 25th Percentile				45%	47%	51%	55%	44%	47%
Science Achievement				42%	47%	53%	63%	53%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	51%	52%	-1%	58%	-7%
Cohort Comparison						
04	2021					
	2019	60%	48%	12%	58%	2%
Cohort Comparison		-51%				
05	2021					
	2019	41%	47%	-6%	56%	-15%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	56%	-6%	62%	-12%
Cohort Comparison						
04	2021					
	2019	76%	56%	20%	64%	12%
Cohort Comparison		-50%				
05	2021					
	2019	40%	51%	-11%	60%	-20%
Cohort Comparison		-76%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	45%	-5%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- STAR Early Literacy- Grades 1-2
- STAR Reading- Grades 3-5
- Star Math- Grades 2-5
- Science District Assessment- 4th grade data only

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	55	60	38
	Economically Disadvantaged	52	56	27
	Students With Disabilities	30	50	20
	English Language Learners	22	67	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	73	78	44
	Economically Disadvantaged	69	78	31
	Students With Disabilities	60	50	33
	English Language Learners	56	89	29

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	46	45
	Economically Disadvantaged	20	42	37
	Students With Disabilities	13	8	8
	English Language Learners	18	25	18
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	45	39
	Economically Disadvantaged	39	35	29
	Students With Disabilities	21	25	20
	English Language Learners	25	40	33

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	36	26
	Economically Disadvantaged	37	29	20
	Students With Disabilities	23	27	23
	English Language Learners	13		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	40	45	26
	Economically Disadvantaged	36	38	21
	Students With Disabilities	14	36	17
	English Language Learners	11		

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	52	38
	Economically Disadvantaged	17	35	20
	Students With Disabilities		12	20
	English Language Learners	36	50	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	49	57
	Economically Disadvantaged	48	38	45
	Students With Disabilities	32	33	35
	English Language Learners	47	50	63

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	35	29
	Economically Disadvantaged	37	30	19
	Students With Disabilities	13	6	7
	English Language Learners	50	44	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	31	34
	Economically Disadvantaged	29	22	22
	Students With Disabilities	20	12	13
	English Language Learners	43	44	47
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	35	30	26
	Economically Disadvantaged	21	14	10
	Students With Disabilities	18	11	17
	English Language Learners	43	27	25

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	44	30		46	43	50	21				
ELL	42	28		49	68		31				
BLK	27	19		37	35		17				
HSP	38	28		36	46		17				
WHT	50	36		54	41		38				
FRL	33	22	36	35	33	44	15				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	315
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	39
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	46
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	27
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	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	44
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Based on STAR data our scores dropped in ELA and MATH from winter to spring. Base on FSA ELA, the trend was progressing upward prior to this school year. Based on FSA Math data, our scores were decreasing prior to this school year. Students with disabilities scored the lowest in ELA, MATH, and SCIENCE. Black students scored the lowest in ELA L25. FSA ELA 3rd grade data shows the majority of students are striving readers in need of assistance. 5th grade SCIENCE achievement was decreasing prior to this year.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Students with disabilities in all subjects. Black students in ELA. 3rd graders going into 4th grade in ELA.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

COVID 19
 Online learning
 Unable to do small group instruction effectively and consistently
 Attendance
 Less peer collaboration
 Less time for collaboratively planning lessons
 Unable to share math manipulatives
 Coverage
 Less PLC/ Collaborative Planning time

Clearly defining expectations and content of small group instruction time and intervention time. Ensuring progress monitoring and acceleration. Having at least 2 PLC's each month set for collaborative planning and data analysis. Ensuring the tasks match the benchmarks. Review of PBIS, CHAMPS, Trauma Informed Practices, and Sanford Harmony.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on 2019 state assessments, our ELA achievement, learning gains, and low 25 groups were all showing improvement. Our low 25 subgroup showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We had a focus on small group guided reading instruction. Data chats were incorporated. We started LSI and discussions about rigor (student autonomy and complexity) and deeper understanding of learning targets.

What strategies will need to be implemented in order to accelerate learning?

Small group instruction in ELA and MATH.
Student progress monitoring and acceleration based on student needs.
Ensuring benchmark and task alignment.
Collaborative planning and data analysis.
Effective use of math manipulatives.
CHAMPS plans and structure.
Sanford Harmony implemented.
Trauma-Informed Strategies

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teach Concrete Representational Abstract model.
Student task and assessment analysis for the purpose of progress monitoring and acceleration.
Ensuring tasks match the benchmarks during collaborative planning.
PD on the topic of small group instruction including defining expectations.
PD on the topics of CHAMPS, PBIS, and Trauma.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Coaching
Tutoring

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Data indicates that as a school, Padgett struggles with proficiency and learning gains which can indicate a problem with core instruction. We need to make certain that core instruction and student tasks are aligned to the standards/benchmarks. We also need to facilitate student autonomy and complexity.

Measurable Outcome: Based on the baseline data, proficiency and learning gains will be increased by 5 percentage points in reading, math, and science.

- Monitoring:**
1. Lesson plans will be reviewed by administration.
 2. Walk-throughs and observations will occur by leadership team for the purpose of providing feedback regarding benchmark task alignment, student autonomy and complexity.
 3. During PLC's teachers, coaches, and administration will participate in regular analysis of student learning by reviewing student data a work samples.

Person responsible for monitoring outcome: Joette Burse (joette.burse@polk-fl.net)

Evidence-based Strategy: Padgett Elementary will implement Marzano's Essentials for Achieving Rigor with a focus on student autonomy, complexity, and benchmark-task alignment. Padgett will ensure implementation of the BEST standards in K-2 and begin integration of the BEST standards in 3-5.

Rationale for Evidence-based Strategy: Marzano's Learning Focused Strategies is a district initiative with a proven track record of increasing student achievement.

Action Steps to Implement

- Reintroduce Marzano's Elements of Rigor, including student autonomy and complexity levels. Burdick/Griffin
- Job embedded professional development addressing benchmarks and complexity levels by the Title I funded coaches during PLC's and Title I funded collaborative planning. Burdick/Griffin
- Benchmarks review, benchmark-task alignment, and student learning analysis. Burdick/Griffin/Burse/Livingston
- Classroom libraries, supplies, and Scholastic News to support reading in the classroom. Burdick/Moody

Person Responsible Joette Burse (joette.burse@polk-fl.net)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: According to Padgett Elementary School's 2020-21 Discipline Data, the majority (67/161 incidences) of discipline issues were in the area of disruptive behaviors, mostly in the classroom. According to SafeschoolsforAlex.org, Padgett is ranked 676/1395 for aggressive behaviors. We currently have 12 fights without injury and 3 physical attacks. The data shows that 16 children had two or more discipline referrals. When students are in the office due to behavior, they are missing important classroom instruction. This has a direct impact on student achievement, and it is negatively impacting the learning of the other students within the classroom. We will review and consistently implement CHAMPS, PBIS, Trauma Informed Practices and Sanford Harmony as well as incorporate other tier 2 and 3 interventions.

Measurable Outcome: We will decrease the number of students with two or more referrals by 5%. We will decrease the number of referrals related to disruptive behavior and aggressive behavior by 5% in each category.

Monitoring: The Area of Focus will be monitored using FOCUS data that will be shared in the monthly PBIS meetings. This area will also be monitored through classroom observations and feedback by administration.

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. The Sanford Harmony program will be implemented in all grade levels. Trauma informed strategies will be introduced.

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 in discipline are reduced. CHAMPS, developed by Safe and Civil Schools, is a research-based set of guidelines that follows PBIS' framework for multi-tiered behavior support that help outline and communicate expectations and procedures for students. Sanford Harmony is a district adopted program that promotes teambuilding, collaboration, and respect. Childhood trauma can impede learning. Trauma Informed Practices can help students move toward resilience.

Action Steps to Implement

1. Review, implement, and monitor PBIS and CHAMPS with a focus on how to prevent disruptive behavior and aggressive behavior. Livingston
2. Review, implement, and monitor Sanford Harmony. Livingston
3. Implement mentoring for Tier 2 students with a focus on 5th grade males. Livingston
4. Implement Drumbeat with tier 3 students. Burdick
5. Implement Skillstreaming by guidance. Coughlin
6. Mental health services for Tier 2 or 3 students at risk. Coughlin
7. Community Service Program - Patriots XP Character Education Program by Fuel Church. Livingston
8. Introduce Trauma-Informed Practices. Burse/Livingston/Tidwell

Person Responsible Joette Burse (joette.burse@polk-fl.net)

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus
Description and Rationale: ESSA data indicates that students with disabilities and Black/African American students perform below the 41% threshold. Data indicates that we need to use progress monitoring to inform instruction. We need to accelerate student learning during small group instruction.

Measurable Outcome: Increase proficiency in ELA from 34% (SWD) to 41% (SWD) and from 40% (BLK) to 45% (BLK).
 Increase proficiency in math from 35% (SWD) to 41% (SWD) and from 46% (BLK) to 51% (BLK).
 Increase proficiency in science from 14% (SWD) to 30% (SWD) and from 20% (BLK) to 30% (BLK).

Monitoring:
 1. Administration will observe in classrooms and provide feedback to teachers.
 2. Administration will review small group lesson plans.
 3. Progress monitoring assessments and student work will be reviewed and discussed regularly during PLC's.

Person responsible for monitoring outcome: Joette Burse (joette.burse@polk-fl.net)

Evidence-based Strategy: Padgett will utilize data to drive instruction in flexible guided math and reading groups in order to accelerate learning.

Rationale for Evidence-based Strategy: Progress monitoring will enable the teachers to use individual student data to determine which students need to participate in accelerated learning small group instruction. The teacher will be able to use current and trend data to inform instructional decisions. Progress monitoring data will aid in determining who participates in extended learning. Small group instruction will allow the teacher to accelerate student learning based on individual student needs.

Action Steps to Implement

1. Job embedded professional development on flexible grouping using data to inform decisions. Burdick/Griffin
2. Family engagement events to provide resources for improved proficiency: Padgett Grade Level Tastings, Gear-Up for Science, Math Counts, Ready, Set, Read, Digging Into History: Passport to the World, Fine Arts Night, Tech Tips. Burdick/Griffin
3. Extended Learning and in-class support provided by teachers. Jiles
4. Title I funded para-professionals. Burse
5. Progress monitoring discussions during PLC's twice a month. Burdick/Griffin/Burse
6. Standardized tier 3 program utilized to accelerate learning in 2nd and 3rd grade. Burse
7. Professional development on the topics of guided reading and guided math. Burdick/Griffin/Burse

Person Responsible Joette Burse (joette.burse@polk-fl.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Data indicates that as a school, Padgett struggles with proficiency and learning gains in ELA. To increase proficiency and learning gains, we need to utilize the gradual release of responsibility model moving from read aloud and shared reading/ modeling (I do), to guided reading (we do), to buddy or collaborative reading (you do it together), to independent reading (you do) in order to scaffold instruction.

Measurable Outcome: Based on the baseline data, proficiency and learning gains will be increased by 5 percentage points in ELA.

Monitoring:

1. Lesson plans reviewed by administration.
2. Walk throughs and observations will occur by the leadership team for the purpose of providing feedback regarding the gradual release of responsibility.
3. During PLC's teachers, coaches and administration will participate in analysis of lesson plans and student data and work samples.

Person responsible for monitoring outcome: Joette Burse (joette.burse@polk-fl.net)

Evidence-based Strategy: Padgett will implement the Gradual Release of Responsibility model in ELA to ensure teachers are facilitating read alouds and shared reading/ modeling (I do), guided reading (we do), buddy or collaborative reading (you do it together), and independent reading (you do) in order to scaffold instruction.

Rationale for Evidence-based Strategy: The gradual release of responsibility model is built on the theories of Piaget's cognitive structures and schema, Vygotsky's zone of proximal development, Bandura's attention, retention, and reproduction and Wood, Bruno and Ross' scaffolded instruction.

Action Steps to Implement

1. Review the gradual release model during PLC's.
2. Participate in collaborative planning utilizing the gradual release model. Burdick/ Griffin/ Burse/ Livingston
3. Model lessons and watch example lesson videos that utilize the gradual release model. Burdick/ Griffin.
4. Observe and provide feedback to teachers about the utilization of the gradual release model. Burse, Livingston, Burdick, Griffin

Person Responsible Joette Burse (joette.burse@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Padgett reported .4 incidents per 100 students which is in the low category compared to all elementary schools statewide. Padgett has a very low number of property incidents and a very low number of drug/public order incidents, ranking Padgett as #1/1,395 compared to other elementary schools in the state. Padgett has a middle ranking of #676/1395 of violent incidents. Padgett has a high number of suspensions compared to other schools in the state ranking Padgett #1,004/1,395. Padgett suspensions per 100 students: 5.5 with 31 total reported suspensions.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

At Padgett Elementary, students, staff, families, and the community all work together to ensure a positive school culture. We focus on building relationships and communication with all stakeholders. Our school vision is shared with all stakeholders and all stakeholders work together to make our school vision a reality. At our school, we have common school-wide expectations of Respect, Effort, (Positive) Attitude, Cooperation, and Honesty. These expectations are valued and taught.

Students who follow school-wide expectations have opportunities to earn rewards and even have opportunities to visit the office for positive praise and a REACH reward. Students are recognized on bulletin boards as students of the month. Students are encouraged to participate in after school clubs like chorus, drama and e team. A mentoring program is in place to support student needs. Students who show improvement in behavior are celebrated each grading period. Student ambassadors and safety patrols are selected to provide student leadership on campus. Student teaming, small group instruction, and student accountability lead to student engagement at Padgett Elementary. .

The Padgett leadership team supports staff on a regular basis. The reading coach and math coach provide modeling, coaching, and instructional plan guidance. The administrative team provides regular feedback to staff and coaches staff through the SAO process. Staff members are celebrated and recognized at different times throughout the school year. Staff members are recognized through staff of the month and staff drawings. Regular communication with staff occurs via PLC's, weekly newsletters, professional development sessions, and email. The leadership team, PBIS team, MTSS teams, Healthy Schools team, threat assessment teams, Community Involvement Teams, grade level teams, and ESE department meet

regularly to support our school programs.

Padgett families are an essential part of the educational program at Padgett. Families are encouraged to participate at Padgett through orientation, back to school night, family involvement events, volunteering, student performances, special lunches, and SAC. Daily communication occurs between parents and teachers through use of the agenda. Face to face or phone conferences occur as needed. Some teachers communicate via online platforms such as DOJO, Microsoft Teams, and Zoom. The school-wide newsletter is used to share important information with families every month. Parents are informed about what is happening at school by following the school Facebook page and checking the school website.

Padgett staff have built a strong relationship with community partners. Area churches often collaborate with the school staff and provide needed items to families. Two churches in particular hosts school-affiliated events on their site and/or on the school site. Area businesses support our school through donations. Community members visit our campus and provide educational programs to students during Careers on Wheels and the Great American Teach In. Police and firefighters visit the campus and collaborate with our leadership team to ensure school safety. Padgett has a partnership with Lake Gibson High school where high school students in the Education Academy visit Padgett weekly to work with students and teachers in the classrooms.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Katrina Joette Burse and new Assistant Principal- PBIS implementation, REACH Rewards, Mentoring Coordination, PLC's, MTSS
 Davina Burdick-family and community involvement, title 1 coordinator, PLC's, collaborative planning, MTSS
 Keli Griffin-volunteer coordinator, family and community involvement, PLC's, collaborative planning
 Patrick Coughlin- student Recognition, students/staff/parent supports, threat assessments, MTSS
 Sharilyn Peachee- staff recognition, staff appreciation, website management, technology assistance
 Lucretia Bruno- Facebook management
 Lisa White- ESE services and supports

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$227,524.44
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$4,000.00
			<i>Notes: Scholastic News</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$203,735.38
			<i>Notes: Fulltime personnel: Literacy Coach, Math Coach, 2 Classroom Instructional Paraprofessionals</i>			
	5000		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$17,107.37
			<i>Notes: Supplies</i>			
	5100		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$849.25

			<i>Notes: Math Highlighted Tasks</i>			
	5100		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$1,523.97
			<i>Notes: Wonders Assessments</i>			
	6400		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$308.47
			<i>Notes: Resources for Professional Development</i>			
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				\$0.00
3	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				\$25,465.32
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5900		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$2,000.00
			<i>Notes: Extended Learning/ Tutoring materials</i>			
	6200		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$6,000.00
			<i>Notes: Library eBooks</i>			
	6150		1451 - Edgar L. Padgett Elementary	Title, I Part A		\$9,400.00
			<i>Notes: Family Involvement events, supplies, and print materials</i>			
			1451 - Edgar L. Padgett Elementary	Title, I Part A		\$8,065.32
			<i>Notes: Special Activity Payroll - Extended Learning</i>			
4	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
					Total:	\$252,989.76