

# Warrington Middle School



2014-15 School Improvement Plan

## Warrington Middle School

450 S OLD CORRY FIELD RD, Pensacola, FL 32507

www.escambia.k12.fl.us

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

100%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

82%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	F	D	C

### School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>18</b>
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>31</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>32</b>
Professional Development Opportunities	33
Technical Assistance Items	35
<b>Appendix 3: Budget to Support Goals</b>	<b>36</b>

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Warrington Middle School believes all students can learn and be successful in middle school. Our purpose is to create a learning environment which will enable each student to understand that learning is a life long process. The faculty is committed top providing rigorous academic courses that challenge students in order to prepare them for high school, college and the workforce.

##### Provide the school's vision statement

The vision of Warrington Middle School is to connect teachers and students with a systematic and comprehensive instructional environment that combines rigorous and relevant curriculum. Innovative instructional practices serve as the catalyst in the transition from traditional learning to a student-centered, problem solving, project-driven approach that will carry students wel into the next century.

#### School Environment

##### Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

###### Culture of Achievement

The staff builds relationships with parents and families through parent phone calls, coaching nights, parent conferences, and call outs.

Positive calls and notes home will help to build relationships and provide support for families.

Teachers establish relationships with students through DE chats.

Home visits from administration will help to build relationships.

Parent coaching nights will be organized to assist parents with student academic needs.

Coaching nights will help to build capacity as our teachers get to know parents.

Literacy/Gallery nights will be designed to showcase student work and to visit with families.

##### Describe how the school creates an environment where students feel safe and respected before, during and after school

School-wide expectations for safety and respect are established by the behavior leadership team.

The behavior leadership team is comprised of administration, dean, teachers and guidance

counselors. The expectations are discussed with teachers throughout the year. Students receive the information in school assemblies, on CCTV, in newsletters and through classroom instruction.

Students are involved in project based assignments that reinforce the school-wide expectations.

Those project based assignments include students creating posters, TV commercials and skits to reinforce the expectations.

The administrative staff and resource officer will be on CCTV each week to discuss behavioral expectations and the school-wide PBS system.

Students can call the 800 Crime Stoppers number at any time to make anonymous calls if they feel threatened or see a crime taking place.

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced



The school-wide behavioral system is based on the Positive Behavior Support system. The PBS program is a systematic approach that helps the staff to establish school-wide expectations, a tiered model of supports for students, a problem solving process and to assist in creating a behavior reward system. The behavior leadership/PBS team is comprised of administrators, the dean, teachers, turnaround solutions consultants and counselors. This leadership team meets once a month to discuss data, student expectations and appropriate behavior rewards.

Behavior data is collected each nine weeks to determine strategies for improvement.

Student rewards are based on attendance, behavior and academic achievement.

PBS training includes teachers, staff and bus drivers.

**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**

The school ensures that the social-emotional needs of students are being met by establishing a referral process for all students.

The behavior coach assists all special education students with scheduling classes. When necessary, behavior plans are established to ensure that students receive proper interventions. The Positive Behavior Intervention Plan (PBIP) and Functional Behavior Assessments (FBA) are implemented to ensure appropriate student interventions are established and tracked.

Accommodations and 504 plans are created to assist students with academic, emotional and behavioral needs.

Teachers can submit referrals for students if they need social-emotional support to the following programs or services:

Guidance

CDAC

Lakeview - Overlay counseling

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Warrington's Attendance Team, PBS Team, Math Coach, and Reading Coach will meet monthly to monitor early warning indicators. A Plan of Action will be developed for each student that exhibits either of the below indicators.

Early Warning Indicators:

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

-One or more suspensions, whether in school or out of school

-Course failure in English Language Arts or mathematics

-A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	53	33	35	121
One or more suspensions	42	65	67	174
Course failure in ELA or Math	29	17	27	73
Level 1 on statewide assessment	130	111	98	339

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	70	59	66	195

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The school will implement a Progress Monitoring Plan for all level 1 and 2 reading and math students. Strategies and interventions will be implemented for each student. Interventions may include small group instruction, tutoring and differentiation.

Discovery Education data will be used each 9 weeks to target students who are having difficulty with science, math and or reading. Teachers will conduct data chats with students and determine strategies for improvement.

Turnaround Solutions and the administration team will work closely with teachers to discuss student data and provide instructional strategies and best practices for teaching lower achieving students.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/155474>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Warrington Middle School will build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by Identifying areas in which the community (businesses, social services and governmental agencies, colleges and universities, civic groups or parents) can support the academic needs of your school and students as related to our school improvement plan. Warrington Middle will also host a job fair with participation from it's

community partners. In addition, a comprehensive mentor and volunteer program will be established to support students' academic, social, and emotional growth.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Lipnick, Regina	Principal
Thomas, Derrick	Assistant Principal
Young, James	Instructional Coach
Berrien, Youmone	Instructional Coach
Nolte, Amanda	Instructional Coach
Britt McCaskill, Marietta	Administrative Support
Franklin, Bakari	Dean

#### Duties

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

The leadership team is comprised of Warrington administration and the Turnaround Solutions consulting firm. The leadership team will use the planning and problem solving process to develop the SIP. The team will review school data to develop instructional strategies. The team will use benchmark data from Discovery Ed to monitor school-wide, grade level, team and classroom data. The data will be used to identify students who are mastering benchmark assessments and those who are at high risk of not mastering the benchmarks.

***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***

The process begins with individual weekly team meetings. During these meetings, the academic performance, attendance and behavior concerns of students will be identified and discussed. Data will be presented to validate these concerns. The team will analyze and discuss the data. Team and department leaders will discuss strategies to address the needs of individual students or groups of students who need interventions. If a student or group of students continue to struggle after interventions have been implemented to fidelity, the team/dept. leader will convey the concern to the MTSS/RtI leadership team.

The leadership team will analyze the data and examine the strategies previously utilized by the team. The leadership team will use the 8 step planning and problem solving method to identify the behavior and begin utilizing the resources at the school to intervene. An example would be that the behavioral coach or instructional coaches are consulted to determine a more appropriate intervention.

Title I, Part A

The total Title I funds allocated for the 2014-2015 school year are \$239,298. The amount of \$175,000

was budgeted for the consulting firm Turnaround Solutions. The remainder of the funds will be used for:

Parental Involvement \$3,906

Professional Development - SREB \$10,000

Supplies/Technology - \$20,578

Technology Coordinator \$29,814

Title 1, Part C - Migrant

Services for migrant children are provided by the district level Title I office. We have determined that there are two (2) Migrant students at Warrington Middle School. We are providing the following services as itinerant bilingual instructors, remediation as needed, and counseling services as needed.

Title I, Part D

Services for neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. Please see Step III. 8-Step Planning and Problem Solving for specific professional development activities.

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All reading and language arts teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL Center, but we have two (2) students in 6th Grade. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 2 students at our school. This teacher assists both the classroom teacher and the ELL student.

Title X - Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Warrington Middle School we have worked with partners in the community and the PTSA to provide additional assistance for students and their families.

Supplemental Academic Instruction (SAI)

SAI funding is as follows. The amount of \$22,711 is allocated for classroom supplies, resources, technology and professional development.

Violence Prevention Programs

The school offers a non-violence and anti-drug/tobacco program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan and PBS program, we provide training for faculty, staff, and students regarding bullying and classroom management. In addition, our district has launch the "Bullying" Reporting website where bullies may be reported anonymously.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

Head Start is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola Stage College also provides programs for adults over 16 years of age.

### **School Advisory Council (SAC)**

## Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michelle Salzman	Business/Community
Regina Lipnick	Principal
Derrick Thomas	Education Support Employee
Carol Woods	Education Support Employee
Marietta Britt-McCaskill	Education Support Employee
Melanie Bradley	Parent
Tyneisha Dawsey	Parent
Mary Wilson	Parent
Natasha Fountain	Parent
Callie Jones	Parent
Ellen McNeal	Parent
Rosa Pescador	Parent
Dr. James Young	Education Support Employee
Wanda Baker	Education Support Employee

## Duties

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

### *Evaluation of last year's school improvement plan*

New administration has been hired for the 2014 school year. We will continue to build on the parent involvement component as well as integrate more rigorous, engaging curriculum. Parent coaching nights will be added so that students can receive academic assistance at home. In addition, a new behavior plan will be implement that will address current behaviors. A student mentor coordinator will be added to ensure that resources from the community are being utilized for student support. The consulting firm Turnaround solutions will be assisting with all aspects of the school.

### *Development of this school improvement plan*

The SIP is considered a "work in progress", therefore during the first SAC meeting to be held in September, 2014, members will be given the opportunity to review the current plan and make recommendations to modify any parts of the plan.

In addition, the consulting firm Turnaround Solutions will be involved in every aspect of the school improvement plan. They will provide input throughout the year and be involved in coordinating parent nights, mentoring opportunities, the development of the school-wide behavior plan and rigorous curriculum.

### *Preparation of the school's annual budget and plan*

Before the current administration was hired a "Turnaround Plan" was in motion to hire the consulting firm. Turnaround Solutions. Funding for Turnaround Solutions is provided through Title 1 funds. As discussed in the school advisory committee meeting the remainder of funds will be used for a technology coordinator, parent involvement and to purchase supplies, computers, materials and resources for classrooms. The administration has met with each subject area to determine needs. The administration and SAC will determine how those funds will be distributed.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**

At this time, no SAC funds are available for the 2014-2015 school year.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Lipnick, Regina	Principal
Thomas, Derrick	Assistant Principal
Berrien, Youmone	Instructional Coach
Farmer, Romelle	Teacher, K-12
Scott, Lisa	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiative of the Literacy Team is to build a community of readers by improving reading gains through the following literacy projects:

1. Cross Curricular Novel Study
2. School-wide Close Reading Strategy Implementation
3. Parent Academic Connections (PAC) Nights to promote literacy in reading, math, and science.
4. Parent Data Night

Members of the Literacy Leadership Team engage in monthly planning and data disaggregation sessions in which current school assessment data regarding reading, science, and math literacy are analyzed. The LLT then revisits and evaluates the efficacy of current initiatives, and provides suggestions for adjustments and/or alternative literacy projects.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Training will be provided for teachers to work collaboratively on teams and within departments. Teams will meet bi-weekly to discuss strategies and plan reward activities for students. Experienced new teachers will receive assistance from a veteran teachers. New teachers will be mentored through the START program.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Hire NCLB highly qualified teachers. Open positions are advertised in the months of June and July. Interviews are conducted after 5 posting of positions. Teachers with the appropriate certification and

considered highly qualified are interviewed.

The Turnaround Solutions consulting firm will visit local colleges to recruit viable candidates.

The administrative team will work with Human Resources and Dr. Torrence the district recruiter to identify candidates for hire.

Teachers who are experienced and new to the building will work with veteran teachers.

Beginning teachers with work with the START program. Consulting teachers will be provided for teachers that are new to teaching.

Administration will "Round" with new teachers each nine weeks to determine needs.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

The mentoring program will include pairing new teachers with consulting teachers in the START program.

In addition, the consulting firm Turnaround Solutions will be working with new and veteran teachers to develop lesson plans and behavior strategies.

Language arts, reading and social studies teachers will work with Youmone Berrien the consultant from turnaround solutions for all academic, behavioral and professional development needs.

Science teachers will work with Dr. James Young the president of turnaround solutions for all academic, behavioral and professional development needs.

Math teachers will work with Amanda Nolte the consultant from turnaround solutions for all academic, behavioral and professional development needs.

A veteran teacher is assigned to be in charge of every hall so that new teachers are aware of the school-wide procedures and rules.

Professional Learning Communities meet before school every week. Professional development is conducted twice a month during teacher planning periods and after school as needed. Rounding with staff and teachers occurs each month to determine needs.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Warrington Middle School uses the English Language Arts and Mathematics instructional resources adopted by the Escambia County School District; these resources are aligned to the newly adopted Florida Standards for Language arts and Math. Science and Social Studies teachers utilize resources that are aligned to the NGSS standards for their subject area. All content area and elective teachers work with the instructional coaches on a regular basis to receive professional development regarding the Florida Standards and participate in unpacking standards, analyzing item specifications, and creating aligned learning and assessment opportunities for students.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Warrington Middle School uses the 2014 Florida comprehensive Assessment Test data to strategically place students in Advanced, Intensive, and Standard leveled classes based on Reading, Science and Math Scale Scores. Core curriculum resources include integrated opportunities for differentiation and teachers receive job-embedded professional development from instructional

coaches to assist in the implementation of these strategies. Based on historical data, students who have struggled to achieve proficiency have been placed in Intensive Reading classes with a Reading Endorsed Instructor

**Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

**Minutes added to school year:** 4,500

School start time is 9:05 rather than 9:30 to provide additional instructional time of 25 minutes per day

**Strategy Rationale**

The additional 25 minutes will be used for intensive remediation in the areas of reading and math.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Lipnick, Regina, rlipnick@escambia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Discover Education Assessments

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

In coming 6th graders and new students are invited to attend an orientation before school starts. The orientation includes a welcome from school leadership, meeting the teachers, and an overview of school policies and procedures. Students will also meet their homeroom instructors and be given a tour of the school.

8th graders will learn about high school by visiting the high school in the spring to tour school. 8th graders will also attend a presentation by a high school panel of students to learn about high school experiences and extra-curricula activities. 8th graders will also participate in a career fair during the fall of their 8th grade year to become familiar with career opportunities. Guidance counselors will assist students registering for high school academic courses and electives. .

**College and Career Readiness**

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

Students are given the opportunity to obtain information about the various careers and academies offered in the District.

The NFA-ACE Flight Academy serves seventh and eight grade students. The program provides students with an opportunity to solve problems in an immersive, game-based learning environment



applying the fundamentals of STEM. Students are in the program for two years. The Microsoft IT program serves students in eighth grade. Students will receive high school credit. In addition, students will have the opportunity to test and become Microsoft Office Certified Specialists.

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal                      **B** =  
   Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

## Strategic Goals Summary

- G1.**            Decrease the percentage of students receiving multiple referrals.
  
- G2.**            Increase academic achievement in all content areas (reading, writing, science, and math)

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Decrease the percentage of students receiving multiple referrals.** 1a

G042504

**Targets Supported** 1b

Indicator	Annual Target
2+ Behavior Referrals	1.0

**Resources Available to Support the Goal** 2

- Mentors
- PBIS Team
- Incentives

**Targeted Barriers to Achieving the Goal** 3

- Inexperienced teachers

**Plan to Monitor Progress Toward G1.** 8

Referral data

**Person Responsible**

Bakari Franklin

**Schedule**

Monthly, from 9/3/2014 to 6/4/2015

**Evidence of Completion**

Referral data will be analyzed monthly to determine the number of referrals written, where the offense occurred, what time the offense occurred, and who wrote the referral

**G2. Increase academic achievement in all content areas (reading, writing, science, and math)** 1a

G041071

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	51.0
AMO Reading - All Students	55.0
FCAT 2.0 Science Proficiency	43.0

**Resources Available to Support the Goal** 2

- Flocabulary
- DE Streaming
- Science World Magazine
- Smartboards
- The Problem Solver Series
- Discovery Education Probes
- HMH Collections
- Junior Great Books
- Voyager Passport: Journeys
- Go Math 6-8
- Pearson Algebra 1
- Interactive Notebooks
- Math Design Collaborative Formative Assessment Lessons

**Targeted Barriers to Achieving the Goal** 3

- High percentage of novice teachers
- A lack of on-site professional development
- Lack of rigorous and engaging instruction
- Teacher inexperience with new Florida Standards

**Plan to Monitor Progress Toward G2.** 8

Discovery Education Data

**Person Responsible**

Regina Lipnick

**Schedule**

Every 6 Weeks, from 8/11/2014 to 6/4/2015

**Evidence of Completion**

Discovery Education data will be analysed after each administration

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Decrease the percentage of students receiving multiple referrals. **1**

 G042504

**G1.B1** Inexperienced teachers **2**

 B103698

**G1.B1.S1** Provide behavior management professional development **4**

 S114837

#### Strategy Rationale

Teachers will develop effective strategies to positively manage student behavior.

#### Action Step 1 **5**

Survey teachers to determine professional development needs related to management of student behavior.

#### Person Responsible

Bakari Franklin

#### Schedule

On 6/4/2015

#### Evidence of Completion

Survey results

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

Leadership team will conduct classroom walk-throughs to determine if teachers are implementing strategies from professional development.

**Person Responsible**

Derrick Thomas

**Schedule**

Weekly, from 10/6/2014 to 6/4/2015

***Evidence of Completion***

Walk-Through Data

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

Referral data per teacher, student, location, and time of day.

**Person Responsible**

Bakari Franklin

**Schedule**

Monthly, from 9/3/2014 to 6/4/2015


***Evidence of Completion***

Referral data extracted from focus


**G2. Increase academic achievement in all content areas (reading, writing, science, and math) 1**

 G041071

**G2.B1 High percentage of novice teachers 2**

 B099672

**G2.B1.S1 Intensive support will be given to all content area teachers throughout the year. 4**

 S110962

**Strategy Rationale**

The additional support will improve teachers' instructional capacity and confidence.

**Action Step 1 5**

Each new teacher and teacher in need of improvement will be assigned a turnaround consultant to mentor them in addition to district support.

**Person Responsible**

Regina Lipnick

**Schedule**

On 6/4/2015

**Evidence of Completion**

List of in house mentors

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

Coaches will conduct professional learning communities to monitor the fidelity of implementation.

**Person Responsible**

Youmone Berrien

**Schedule**

Weekly, from 8/12/2014 to 6/4/2015

**Evidence of Completion**

Leadership will review the minutes and notes of the professional learning communities.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Leadership will conduct classroom walk-throughs for each content area teacher.

**Person Responsible**

Regina Lipnick


**Schedule**

Weekly, from 9/3/2014 to 6/4/2015

**Evidence of Completion**

Notes from classroom walk-throughs and teachers feedback.

**G2.B2 A lack of on-site professional development** 2

 B099674

**G2.B2.S1** Content area teachers will participate in weekly professional development along with weekly job-embedded professional development. 4

 S112293

**Strategy Rationale**

Weekly professional development will provide teachers with intensive and individualized professional development. This professional development will allow teachers to develop lesson plans with rigor and engagement and review data together.

**Action Step 1** 5

Teachers will receive weekly professional development.

**Person Responsible**

Amanda Nolte

**Schedule**

Weekly, from 8/11/2014 to 6/4/2015

**Evidence of Completion**

Professional develop calendars PLC agendas Teacher sign-in sheets Coach classroom visits logs



**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

School leadership will attend professional learning communities and conduct classroom walk-throughs.

**Person Responsible**

Regina Lipnick

**Schedule**

Weekly, from 8/11/2014 to 6/4/2015

***Evidence of Completion***

Minutes from leadership team meeting Classroom walk-through documentation Coach's classroom visit logs teacher-sign in PLC agendas

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

School leadership will conduct classroom walk-throughs and attend professional development meetings.

**Person Responsible**

Regina Lipnick


**Schedule**

Daily, from 8/11/2014 to 6/4/2015


***Evidence of Completion***

Teacher data chats student data chats classroom walk-through documentation

**G2.B3** Lack of rigorous and engaging instruction **2**

 B099676

**G2.B3.S1** Teachers will receive ongoing support in the implementation of brain-based learning strategies. **4**

 S116974

**Strategy Rationale**

Strategies for engaging instruction will aid teachers in meeting the needs of diverse learners.

**Action Step 1** **5**

Teachers will attend half-day training on brain-based learning strategies.

**Person Responsible**

Regina Lipnick

**Schedule**

***Evidence of Completion***

Sign-in sheets from training

**Action Step 2** **5**

Classroom implementation of brain-based learning strategies

**Person Responsible**

Youmone Berrien

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans Classroom observations

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Weekly review of lesson plans

**Person Responsible**

Youmone Berrien

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Lesson plan feedback

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Classroom walkthroughs

**Person Responsible**

Amanda Nolte

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Classroom observation logs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Proficiency on benchmark and state assessments

**Person Responsible**

Amanda Nolte


**Schedule**

Quarterly, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Testing data

**G2.B3.S2** Provide Professional Development to teachers on student engagement and rigorous instruction **4**

 S116979

### **Strategy Rationale**

Professional development will equip teachers with a variety of strategies to encourage active student engagement, as well as provide teachers the tools to incorporate critical thinking activities in their daily lesson plans.

### **Action Step 1** **5**

Conduct a Needs Assessment to determine professional development needs related to planning and instruction

#### **Person Responsible**

Amanda Nolte

#### **Schedule**

Semiannually, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Needs Assessment Survey

### **Action Step 2** **5**

Design and Deliver professional development to address identified areas of growth

#### **Person Responsible**

Amanda Nolte

#### **Schedule**

Weekly, from 8/18/2014 to 5/29/2015

#### **Evidence of Completion**

Professional Development Agendas and Sign In Professional Development Plans Materials and resources used in professional development

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

Classroom observations and walkthroughs

**Person Responsible**

Amanda Nolte

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Observation logs

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Summative and Formative Assessment Data

**Person Responsible**

Amanda Nolte


**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015


***Evidence of Completion***

Discovery Education Assessment Data Progress Monitoring Assessment Data

**G2.B4** Teacher inexperience with new Florida Standards **2**

 B105673

**G2.B4.S1** Familiarize teachers with new Florida Standards **4**

 S117002

**Strategy Rationale**

Teachers will be able lead students to mastery when they are familiar with the expectations for student mastery of the new state standards.

**Action Step 2** **5**

Provide Professional Development in unpacking the new Florida standards

**Person Responsible**

Youmone Berrien

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Agendas and Sign In sheets

**Action Step 2** **5**

Create standard aligned assessments

**Person Responsible**

Youmone Berrien

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

Benchmark aligned assessments

**Plan to Monitor Fidelity of Implementation of G2.B4.S1 6**

School leadership will attend professional development and/or debrief with coaches

**Person Responsible**

Derrick Thomas

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Observations by school leadership

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Teachers and coaches will analyze data collected through administration of standards-aligned assessments

**Person Responsible**

Youmone Berrien

**Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Results from teacher created assessments

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Each new teacher and teacher in need of improvement will be assigned a turnaround consultant to mentor them in addition to district support.	Lipnick, Regina	8/4/2014	List of in house mentors	6/4/2015 one-time
G2.B2.S1.A1	Teachers will receive weekly professional development.	Nolte, Amanda	8/11/2014	Professional develop calendars PLC agendas Teacher sign-in sheets Coach classroom visits logs	6/4/2015 weekly
G1.B1.S1.A1	Survey teachers to determine professional development needs related to management of student behavior.	Franklin, Bakari	9/3/2014	Survey results	6/4/2015 one-time
G2.B3.S1.A1	Teachers will attend half-day training on brain-based learning strategies.	Lipnick, Regina	7/22/2014	Sign-in sheets from training	one-time
G2.B3.S2.A1	Conduct a Needs Assessment to determine professional development	Nolte, Amanda	8/18/2014	Needs Assessment Survey	5/29/2015 semiannually

**Escambia - 0561 - Warrington Middle School - 2014-15 SIP**  
*Warrington Middle School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	needs related to planning and instruction				
G2.B3.S1.A2	Classroom implementation of brain-based learning strategies	Berrien, Youmone	8/18/2014	Lesson plans Classroom observations	5/29/2015 weekly
G2.B3.S2.A2	Design and Deliver professional development to address identified areas of growth	Nolte, Amanda	8/18/2014	Professional Development Agendas and Sign In Professional Development Plans Materials and resources used in professional development	5/29/2015 weekly
G2.B4.S1.A2	Provide Professional Development in unpacking the new Florida standards	Berrien, Youmone	8/18/2014	Agendas and Sign In sheets	5/29/2015 monthly
G2.B4.S1.A2	Create standard aligned assessments	Berrien, Youmone	8/18/2014	Benchmark aligned assessments	5/29/2015 biweekly
G1.MA1	Referral data	Franklin, Bakari	9/3/2014	Referral data will be analyzed monthly to determine the number of referrals written, where the offense occurred, what time the offense occurred, and who wrote the referral	6/4/2015 monthly
G1.B1.S1.MA1	Referral data per teacher, student, location, and time of day.	Franklin, Bakari	9/3/2014	Referral data extracted from focus	6/4/2015 monthly
G1.B1.S1.MA1	Leadership team will conduct classroom walk-throughs to determine if teachers are implementing strategies from professional development.	Thomas, Derrick	10/6/2014	Walk-Through Data	6/4/2015 weekly
G2.MA1	Discovery Education Data	Lipnick, Regina	8/11/2014	Discovery Education data will be analysed after each administration	6/4/2015 every-6-weeks
G2.B1.S1.MA1	Leadership will conduct classroom walk-throughs for each content area teacher.	Lipnick, Regina	9/3/2014	Notes from classroom walk-throughs and teachers feedback.	6/4/2015 weekly
G2.B1.S1.MA1	Coaches will conduct professional learning communities to monitor the fidelity of implementation.	Berrien, Youmone	8/12/2014	Leadership will review the minutes and notes of the professional learning communities.	6/4/2015 weekly
G2.B2.S1.MA1	School leadership will conduct classroom walk-throughs and attend professional development meetings.	Lipnick, Regina	8/11/2014	Teacher data chats student data chats classroom walk-through documentation	6/4/2015 daily
G2.B2.S1.MA1	School leadership will attend professional learning communities and conduct classroom walk-throughs.	Lipnick, Regina	8/11/2014	Minutes from leadership team meeting Classroom walk-through documentation Coach's classroom visit logs teacher-sign in PLC agendas	6/4/2015 weekly
G2.B3.S1.MA1	Proficiency on benchmark and state assessments	Nolte, Amanda	9/2/2014	Testing data	5/29/2015 quarterly
G2.B3.S1.MA1	Weekly review of lesson plans	Berrien, Youmone	8/18/2014	Lesson plan feedback	5/29/2015 weekly
G2.B3.S1.MA2	Classroom walkthroughs	Nolte, Amanda	8/18/2014	Classroom observation logs	5/29/2015 weekly
G2.B4.S1.MA1	Teachers and coaches will analyze data collected through administration of standards-aligned assessments	Berrien, Youmone	8/18/2014	Results from teacher created assessments	5/29/2015 biweekly
G2.B4.S1.MA1	School leadership will attend professional development and/or debrief with coaches	Thomas, Derrick	8/18/2014	Observations by school leadership	5/29/2015 biweekly
G2.B3.S2.MA1	Summative and Formative Assessment Data	Nolte, Amanda	8/18/2014	Discovery Education Assessment Data Progress Monitoring Assessment Data	5/29/2015 biweekly
G2.B3.S2.MA1	Classroom observations and walkthroughs	Nolte, Amanda	8/18/2014	Observation logs	5/29/2015 weekly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

### G2. Increase academic achievement in all content areas (reading, writing, science, and math)

#### G2.B2 A lack of on-site professional development

**G2.B2.S1** Content area teachers will participate in weekly professional development along with weekly job-embedded professional development.

##### PD Opportunity 1

Teachers will receive weekly professional development.

##### Facilitator

Amanda Nolte Youmone Berrien

##### Participants

Content area instructors

##### Schedule

Weekly, from 8/11/2014 to 6/4/2015

#### G2.B3 Lack of rigorous and engaging instruction

**G2.B3.S1** Teachers will receive ongoing support in the implementation of brain-based learning strategies.

##### PD Opportunity 1

Teachers will attend half-day training on brain-based learning strategies.

##### Facilitator

Marcia Tate

##### Participants

Teachers and administration

##### Schedule

**G2.B3.S2** Provide Professional Development to teachers on student engagement and rigorous instruction

**PD Opportunity 1**

Design and Deliver professional development to address identified areas of growth

**Facilitator**

Amanda Nolte Youmone Berrien

**Participants**

Teachers

**Schedule**

Weekly, from 8/18/2014 to 5/29/2015

**G2.B4** Teacher inexperience with new Florida Standards

**G2.B4.S1** Familiarize teachers with new Florida Standards

**PD Opportunity 1**

Provide Professional Development in unpacking the new Florida standards

**Facilitator**

Amanda Nolte Youmone Berrien

**Participants**

Teachers

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

## Technical Assistance Items

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

## Budget Rollup

### Summary

Description	Total
Grand Total	0