

Warrington Middle School



2020-21 TSSSA Plan

Table of Contents

Eligibility and Allocation	0
Plan Assurances	0
Plan Items	0
Budget	11

Eligibility and Allocation

Eligibility

Eligibility for 2020-21 TSSSA will be based on 2019 school grades and meeting one of the following criteria: a school implementing a turnaround plan or a turnaround school that has improved to a C or higher and has exited turnaround status within the last two years.

The preliminary allocation is based on a per-FTE funding amount of \$500 or as provided by the General Appropriations Act. Districts are required to complete a district-level plan. In addition, school-level plans are also required. The district and school level plans must be submitted to your school board for approval by August 1. The school board approved plan is due to the Bureau of School Improvement no later than September 1.

Allocation

School ID	School Name	Implementing	Exited Year 1	Exited Year 2	Preliminary Allocation	Updated Allocation
0561	Warrington Middle School	Y			\$395,475.00	

Plan Assurances

Family and Community Partnerships

Assure that the school will implement strategies to establish comprehensive support services that develop family and community partnerships.

YES

Academic and Character Standards

Assure that the school will implement strategies to establish clearly defined and measurable high academic and character standards.

YES

Parental Involvement

Assure that the school will implement strategies to increase parental involvement and engagement in the child's education.

YES

Incentives for Instructional Personnel

Assure that the school will implement strategies to identify, recruit, retain, and reward instructional personnel.

YES

Professional Development

Assure that the school will implement strategies to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

YES

Focused Instruction

Assure that the school will implement strategies to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

YES

Plan Items

Family and Community Partnerships

Explain how the school will establish comprehensive support services that develop family and community partnerships.

Warrington Middle School believes that family and community partnerships are a key component for student success. The school will implement a school action team to help build a bond between school, home and community. This team will develop an engagement plan to maximize family initiative and find creative ways to develop family/community relationships. The Leadership team will meet with community partners to explore additional ways we can support one another. The action team will continue to recruit community members to join the student mentor program. The school will schedule nine week meetings to help engage the student, family and mentor. The school action team will seek new participation from community partners to help engage our families. The school will work with families in connecting them with necessary social, health and community services.

Utilizing UniSIG funds, the school will be contracting with Children's Home Society to provide a social worker 5 days a week to Warrington Middle School. The purpose of the social worker (which the school will call Navigators) will be to identify and assess family needs; to guide and inform families of available community resources; and to coordinate access to health and human services, educational and other family support systems (i.e. Food Stamps, financial assistance, etc.). The Navigator's job functions will include, but are not limited to, focusing on family needs while conducting intake screenings and assessments to determine appropriate services, facilitate the family's ability to adequately navigate health and human services, educational, and other family support systems, and conduct outreach to community service providers. The Navigator will be on campus 5 days a week and will work with Navigators at other TSSSA and UniSIG schools to make sure families continue to receive services if they move to another TSSSA/UniSIG school that has a Navigator. Due to the high demand of needs of the family and home life, a Navigator will help decrease the non-academic issues that negatively impact student learning. Therefore, with support from a social worker, students and families will have higher success at focusing on the academic performance and increase the student's learning.

Warrington will be creating a clothing closet for students to help support families in need. The purpose of the clothing closet will be to provide new and gently worn, clean school uniforms for students. This will include new underwear, socks, shoes, backpacks and school supplies to students in need as identified by the Navigator and or school staff. The school will use TSSSA funds to purchase some of the clothing for the clothing closet. They will also be creating partnerships with local businesses like Walmart and Target for clothing donations. This partnership will allow the clothing closet to be sustainable beyond the TSSSA allocation.

The school will continue to purchase supplies like laundry detergent to allow families who do not have access to these appliances or the financial ability to pay for laundry on a regular basis. The current washer/dryer is available during school hours and families will be able to set up times to come and use the facility through coordination with the Navigator. The goal is to reduce absenteeism due to students not having clean school uniforms to wear to school each day, thus allowing them to be in school more and able to receive instruction. The school will also utilize partnerships with community stores to help in donating laundry supplies along with the startup amount from the TSSSA funds. This way these facilities will be sustainable after the TSSSA allocation.

The school will also provide the availability of a mental health counselor through their mental health allocation and two guidance counselors. These counselors will facilitate and assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level.

Academic and Character Standards

Explain the strategies the school will implement to establish clearly defined and measurable high academic and character standards.

Warrington Middle School believes that the school, family and community should work together to provide meaningful high academic educational opportunities that motivate students at all levels to achieve their highest potential. Teachers will work with students to develop student data notebooks to track the individual student's data. These notebooks will allow teachers, students, and families to review and reflect on real time data within the progress monitoring period each nine weeks and set academic and character goals to help increase student achievement. The notebooks will also give teachers a tool to drive instruction for remediation for struggling students, certain subgroups and lower quartile students. This will provide current academic performance to show where students are lacking and assist the teachers in making data informed decisions to bridge the gaps.

Warrington Middle School currently has an ESE behavior coach who works solely with ESE students. Using TSSSA funds, the school will fund two additional Behavior coaches who will focus on general education students. Teachers will also receive from the behavior coaches, intervention strategies to help with struggling students. The behavior coaches will track problematic behaviors and provide teachers and students intervention supports through the Positive Behavior Interventions and Supports (PBIS) model. The behavior coaches will work with teachers and students on the development of goals to meet the high academic and character standards set by the school. The behavior team, will provide direct support to classroom teachers to manage minor disruptive behaviors. The General Education Behavior coaches will assist teachers in tracking student behavior infractions and struggling students. This will allow students more instructional time and skills to improve their own behavior within the classroom in order to reach the academic and character standards set by the school. The behavior coaches will also work with the Navigator to help support families in identifying appropriate resources to help with behavior at home and in the community. This will include mental and emotional support for the students to identify the cause of the behavior and provide solutions for the student, teacher, and family. This will help minimize the behavior infractions at school and enable the student to focus more on academic progress.

The school will conduct bi-monthly data review meetings with the leadership team and district staff. These meetings will focus on reviewing progress monitoring data by teacher, grade, and school level. During the data review, topics of discussion will focus around trends supported by data, teacher needs, SIP strategy implementation, and next steps for support from the district.

The data that will be reviewed will include district created standard assessments, STAR 360, i-Ready, Math Nation, student/teacher attendance, and behavioral data.

Teachers and students will work together to set goals for STAR, i-Ready, School Net and Math Nation to increase student motivation and academic performance. The teacher and students will meet to discuss performance on current diagnostic tests and from there a new goal will be set for the next diagnostic.

Parental Involvement

Explain the strategies the school will implement to increase parental involvement and engagement in the child's education.

The school will work on building the confidence and respect of parents by getting them more involved with the school, which will in turn provide a strategy to close achievement gaps. The school will continue to have the annual back to school night. However, with the new TSSSA allocation other family involvement nights will be held at the school to include family enriched learning nights, such as: Shine-A-Light Night, Academic Showcase, Data Chat Nights, Literacy/Math Nights, and At Home Learning Help. Events will be advertised through flyers, call outs, and be posted on the school website and social media pages. The school will schedule parent workshops or activities at times which are convenient to parents/families. For example, events will be offered at multiple times within the day once every nine weeks.

Family data chats will give parents/guardians the opportunity to sit down one on one with a teacher to discuss their child's state-wide assessment results and progress monitoring results. These data chats will serve to educate parents regarding the state and school expectations as well as identifying strengths and areas for improvement. Parents will have the additional opportunity to review grades and set up parent conferences during home basketball games. Once data trends are discussed with parents, teachers and school staff will provide parents strategies that the family can implement at home to help improve student performance.

In conjunction with our family engagement nights during the fall, the school will provide each student and family the opportunity to pick out a book at the Scholastic Book Fair at no cost to the family. This will help encourage families to participate in the events, promote at home reading, and increase the desire to read due to the students and families being able to choose a high interest book.

Another way to increase parental involvement will be to increase communication with parents in a timely and efficient manner utilizing modern communicative technologies. The school website will be managed and updated on a weekly basis. A school calendar will be maintained as well as downloadable forms and links to important school or district resources. A school Facebook and Instagram page will be built and used to disseminate important information as well as to celebrate student successes. Warrington will also continue to utilize the school messenger system to communicate with parents.

With the increase technology usage across the district, Warrington will be creating a parent computer lab. Many of the families do not have access to internet or computers at home to access needed information and services. The goal of the lab will be to provide parents access to a computer and internet so they can apply for jobs, pay their bills, fill out needed health care applications (with the Navigator's support) and other online needs. The lab will also be utilized to guide parents on the usage of Google Classroom, FOCUS (the District student information system), and the use of the school and teacher websites. The school will provide gradebook access instructions on all teacher websites, school website, and send flyers home

with written instructions. Providing the lab for parents will increase parental involvement at the school, which in turn will increase student performance.

Each Friday, teachers will attempt to contact a designated number of parents regarding their students' academic success, what they did great in class that week, and to see if the parent has any questions on how they can help their student at home. The call will not serve as an opportunity to discuss behavior issues. This strategy will allow for parents to share in the building of an open line of communication with the school. Parents will also be provided the opportunity to work with counselors established on campus to help with any crisis home-related issues. The school will also conduct community outreach events once each nine weeks on a Saturday. These events will help promote opportunities for a more welcoming, accessible and inclusive school culture. This outreach will provide learning activities for students and families in all core subject areas that will extend the classroom learning by giving a hands-on experience between teachers, students, and families within the student's neighborhood. The families would be provided a nutritious snack and water during each of these community outreach events.

To help families without transportation attend conferences and family events, Warrington Middle School will cover transportation costs, via a taxi, to ensure their attendance. Warrington Middle will contract with a local taxi company to provide this service on a case by case basis. These families will be identified in advance of the event through the Navigator and school staff.

Incentives for Instructional Personnel

Explain the strategies the school will implement to identify, recruit, retain, and reward instructional personnel.

As referenced in the **K-12 ESEA Common Program Guidance**, Recruitment, retention and reward incentives must be based on a three-year aggregate state value-added model (VAM) score. If state VAM is not available, another student growth model may be proposed. The student growth model must be fair and reliable. The LEA must submit the model demonstrating the classification and distribution of non-state VAM teacher scores for approval. Incentives can be part of a structured pay system or a Memorandum of Understanding (MOU); however, the above criteria shall apply. Incentives for attendance and non-instructional personnel are not allowable. Recruitment incentives for teachers with less than one year of experience or for hard to staff positions will be considered on a case by case basis.

To help retain teachers, Warrington Middle School will provide instructional support for new and veteran teachers to feel supported to stay at Warrington. All new teachers will receive the collaboration and support from a START teacher funded partially by Title II funds. This START teacher will develop and build the teacher capacity regarding content and pedagogy. START teachers focus on all areas of the Danielson Framework used to evaluate teacher performance.

New and veteran teaches in ELA and math will also receive the support of instructional coaches funded with Title I funds. These coaches will help build capacity in teachers around the instructional standards and classroom implementation. The coaches will follow the coaching cycle to meet with identified teachers, help determine needs, model/co-teach, and give feedback on instruction. The coaches will also guide teachers on the process of planning standard-based lessons and aligning resources and assignments to match the rigor and DOK of the content standards. Newer and struggling teachers will also have mentoring support from a veteran teacher within the content area. This will provide additional support in deepening their knowledge of standards and content. Teachers will be paid for additional

planning time outside the classroom for collaboration with teachers, coaches, and the district content specialists. Teachers will collect student data from several progress monitoring sources and meet to analyze, interpret, and use the data to adjust instruction and plan lessons. Professional Learning Communities (PLC) will meet at least once a month either before school, after school or during common planning. PLC leaders will meet and report to the leadership team at quarterly meetings. Through the use of the START teachers, instructional coaches, district content support, paying teachers to plan, and developing PLC's, the school is building the capacity of the teachers to be successful in instructional implementation therefore leading to increased student success. This will lead to teachers wanting to remain at the school and continue to help students achieve increased performance.

Teachers will be rewarded through the hospitality committee, Teacher Appreciation Week, and community sponsors. All faculty members will be rewarded with multiple "socials" and "sprinkle of sunshine" events. These events will be planned to acknowledge and provide the "thank you" that the teachers deserve. The intent is for the teachers and staff to feel they are a part of the collective community and culture at Warrington. Teacher recognition will also be implemented multiple times during the school year. Some examples would be grade level spotlights each nine weeks and public praise within a peer setting. Implementing these components will help create a positive work environment that leads to retention of teachers.

The District Recruiting Team will continue to travel to colleges and universities across the country to recruit excellent teaching candidates. Although there are still vacant positions, especially in math and special education, these efforts have been successful in not only securing promising teacher candidates for Warrington Middle School but also other struggling schools in the ECSD. Warrington Middle and other struggling schools were given priority in hiring for the 2019-2020 school year. The district will continue to hold teacher recruitment fairs during the year and recruit teachers from both in and out of Florida to help fill vacancies. Escambia School District has implemented the state's annual recruitment and retention allocation as an incentive to attract teachers within the district with highly effective or effective VAM ratings to teach at Warrington Middle School.

Professional Development

Explain the strategies the school will implement to provide professional development that focuses on academic rigor, direct instruction, and creating high academic and character standards.

Warrington Middle school will provide instructional support for new and veteran teachers. New teachers will receive the collaboration and support from a START teacher, instructional coaches, and district content specialist. Teachers will be involved in professional learning communities. The Professional Learning Communities (PLC) will emphasize the teamwork of principals, teachers, and staff to identify school goals, improve curriculum and instruction, reduce teachers' isolation, assess student progress, and increase the effectiveness of school programs. PLC will meet at least once a month either before school, after school or during common planning. PLC leaders will meet and report to the Leadership team at quarterly meetings. Lead teachers will also coordinate small group pre-service trainings for teachers by subject area.

TRI (External Operator) and Escambia Math, Science, ELA, and Social Studies departments will conduct professional development training for Warrington Middle School teachers throughout the year. Teachers will receive \$15 an hour plus benefits to attend professional development. Professional development days will be followed up with extra planning facilitated by TRI, administrators, and the Escambia content specialists, and Warrington Middle instructional

coaches. Warrington Middle is also requesting to send 3 teachers and one administrator to the FCTM/NCTM (Florida Council for Teachers of Mathematics) conferences in Florida, 2 teachers and 1 administrator to FAST (Florida Association for Science Teachers) conference in Florida, send 3 teacher to FCSS (Florida Council for the Social Studies) virtual conference, send 3 teachers and 1 administrator to the FLAAC (Florida Literacy Association Annual Conference) in Florida, and send the health coordinator and 1 teacher to the SHAPE Florida (Society of Health and Physical Educators) conference in Florida. The teachers and administrators will attend sessions at these conferences and then come back and co-facilitate a session during a professional development day that will include health, wellness, and PE into the content areas with TRI and Escambia content departments and be the teacher leaders during their planning times with the grade/content level.

Warrington will implement professional planning time outside of the classroom. This additional planning will allow teachers to work collaboratively outside normal contracted hours with coaches, START teachers, and district content specialists with a focus on cross curricular planning. The focus will be on creating standard-based lessons that focus on differentiation for student needs. The planning will enhance the teachers individual content knowledge and promote collaboration within the core content areas. Teachers will receive up to 3 hours total to plan per week for 31 weeks. Teachers will be paid \$16 an hour plus benefits.

ELA and math teachers will be given common planning time again for the second year. This will allow content areas within the middle school to work together to discuss student data, performance, and lessons.

Instructional coaches will coordinate data disaggregation training for all teachers to help train them on the understanding and usage of the multiple data components used at the school to improve instruction and implementation.

The teachers will also receive professional development from the behavior coach in regards to tracking student behaviors, the use of the Positive Behavior Intervention Support app, and intervention strategies to help with struggling students.

The school behavior team will assist the faculty in understanding families' backgrounds and cultures. Faculty will participate in school wide book study: A Framework for Poverty. This will provide insight to the understanding of and responsiveness for educators and leaders in higher education with ideas and guidance to improve their effectiveness with individuals from all socioeconomic backgrounds.

Focused Instruction

Explain the strategies the school will implement to provide focused instruction to improve student academic proficiency, which may include additional instruction time beyond the normal school day or school year.

Warrington Middle School will implement a six-week summer camp in June of 2020. The focus of the program will be to increase student academic performance. The camp will be designed to support students working below and on grade level during the academic year. Students will strengthen and reinforce their reading, math, science, and civics skills.

After school tutoring will be provided to struggling students during the school year. The tutoring focus will be determined by student performance data. During tutoring, teachers will also work with students on positive ways to increase their study habits, build their confidence by showing them ways to break learning down, and improve their social and behavior skills.

The ultimate goal would be for tutored students to become independent learners and no longer need assistance.

Classroom libraries will be enhanced through the purchase of cultural literacy books. Cultural Literacy is important both to individuals and to the society they live in. The addition of these books will help develop associated skills, such as communication and self-reflection.

All students will be scheduled for one-hundred-minute ELA blocks. Grade level teachers will have specific skills/standards that students will be working towards for two weeks at a time. Student will then be given a short assessment in Schoolnet (district On-Line testing platform for district created assessments), and i-Ready Standards Mastery on the specific skill/standard previously taught. After the assessment data is analyzed, teachers will reteach objectives using different lessons in a small group setting for students who need additional time for mastery. Teachers will then reassess for mastery after reteaching has occurred. The goal is to give students the opportunity to master skills before moving on to the next skill/standard. Data will be tracked and collaboration within each grade level along with the instructional coach will occur to help struggling teachers plan accordingly. Students who are at risk will receive additional help through mentoring and working with teacher assistants. Teachers will utilize the computer program Socrative. This program provides a tool for making learning easier and effective. In fact it allows the teacher to not only build his or her own quizzes, but also to import quizzes from the store. This tool is good as it gives the opportunity to students to see the live progress of their results. In addition, teachers will utilize the computer program Kami. Kami will allow students to manipulate documents presented in Google Classroom. It will allow learners to show knowledge in multiple ways or they can use Kami's annotation features to write/ type responses. Learners can collaborate on a Kami document, adding video, audio, or text based comments

ELA teachers will be given an instructional calendar each nine weeks. The calendar provides specific skill/standard objectives that each teacher will teach. Teachers will not necessarily be teaching the same way, but when administrators and coaches are on walkthroughs, they will know the evident skill that is being specifically taught within each grade level. Teachers will be paid for additional planning time to collaborate with other teachers to focus instruction and engagement for targeted interventions.

To help with engagement in Science, Warrington Middle School is requesting to have a subscription to Flocabulary and Brain Pop. With these software the teacher can assign students topics that are aligned to Florida standards. It starts off with an interactive video covering the lesson, then the students are given specific vocabulary words in a game format to learn, finally they are given a reading passage on the topic with response questions which is followed up with a quiz. This would be a computer center in the science classroom that students would be at while the teacher is teaching a small group lesson, or reviewed in whole group if necessary.

Science and Social Science teachers will collaborate by using district assigned curriculum frameworks with instructional materials and supplemental resources linked in the CORE LMS based on course calendar. Teachers will be paid for additional planning time to collaborate with other teachers to focus instruction and engagement for targeted interventions. Lead teachers, coaches and administration will provide additional professional development training, modeling and support based on classroom walk-throughs. Warrington will also purchase two supplemental teacher aides to help with the implementation of small groups in Science.

Students will be given opportunities to participate in Academic/Enrichment clubs. These

teacher ran clubs will provide extra enrichment for students outside of normal school hours. It is important to allow students the opportunity to be a part of a club at school. Clubs can offer important life skills that a learner can use for the rest of his or her life. These clubs will develop communication skills, writing skills, negotiating skills and other non-verbal communication skills. Some of these include Math, photography, robotics, chorus, Mock Trial, art, cheerleading, drama, STEP, and jazz.

The school will be purchasing Academic Scholastic Scope Instructional Magazines for science and ELA. This resource provides high level interest texts for students which correlates with science and ELA. These magazines are engaging and provide opportunities for students to practice ELA reading strategies while reading science text.

Warrington Middle School will purchase MyOn which provides virtual access to a multitude of library books from kindergarten to 12th grade. The program allows the students to select books based on interest, genre, reading level, and specific grade level standards for all content areas. The students' reading rate, amount of time spent reading for the week, and proficiency on the tests will all be tracked through the program. Teachers will set reading goals with the students monthly.

Part V: Budget

This section will assist in generating a school TSSSA budget for submission based upon each budget item tied to a Plan Item identified in the Part III: Plan Items.

Access the budget by clicking the blue Manage Budget button. This will direct you to the Budget page. This page includes the breakdown of funds by Plan Item.