Escambia County School District

Warrington Middle School

2015-16 School Improvement Plan

Warrington Middle School

450 S OLD CORRY FIELD RD, Pensacola, FL 32507

www.escambia.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	85%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	D	F	D

**Preliminary Informational Baseline School Grade*

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Escambia County School Board.

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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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	1	Melissa Ramsey
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, 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 develop 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	48	18	22	88
One or more suspensions	33	94	76	203
Course failure in ELA or Math	57	24	34	115
Level 1 on statewide assessment	75	64	52	191

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	55	50	51	156

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:

Name	Title
Lipnick, Regina	Principal
Thomas, Derrick	Assistant Principal
Young, James	Instructional Coach
Nolte, Amanda	Instructional Coach
Britt McCaskill, Marietta	Administrative Support
Franklin, Bakari	Dean
Martin, Ashlyn	Instructional Coach
Griffin, Ebony	Instructional Coach
Frizen, Ashleigh	Other

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 and subject area exams 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 2015-2016 school year are $227,554. The amount of $193,520 was budgeted for the consulting firm Turnaround Solutions. The remainder of the funds will be used for:
Parental Involvement $4,130
Technology Coordinator $29,904
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. An Itinerant ESOL teacher, funded through Title III monies, is assigned to 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 $24,156 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:

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 wa 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, 2015, 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

The consulting firm Turnaround Solutions has been hired for the 2015-2016 school year to help supplement instruction. 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 and parent involvement. The administration will meet quarterly with each subject area to determine needs.

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

$21,028.00
The funds were used for SREB Math and Cooperative Learning Professional Development.

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:

Name	Title
Lipnick, Regina	Principal
Thomas, Derrick	Assistant Principal
Farmer, Romelle	Teacher, K-12
Martin, Ashlyn	Instructional Coach

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 Ashlyn Martin the consultant from turnaround solutions for all academic, behavioral and professional development needs.
Science teachers will work with Ebony Griffin 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 2015 Discovery Education 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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

G072255

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
Ashleigh Frizen

Schedule
Monthly, from 8/17/2015 to 5/27/2016

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

G072256

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	37.0
Math Achievement District Assessment	42.0
ELA Achievement District Assessment	33.0

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
- READ 180 Resources

Targeted Barriers to Achieving the Goal 3

- High percentage of novice teachers
- 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 9/7/2015 to 5/13/2016

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

G072255

G1.B1 Inexperienced teachers 2

B188399

G1.B1.S1 Provide behavior management professional development 4

S199818

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

Monthly, from 7/27/2015 to 5/27/2016

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

Biweekly, from 8/17/2015 to 5/27/2016

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

Ashleigh Frizen

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Referral data extracted from focus

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

G072256

G2.B1 High percentage of novice teachers 2

B188401

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

S199819

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

Weekly, from 7/27/2015 to 5/27/2016

Evidence of Completion

Professional Learning Communities; agendas, notes, and sign-in

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

Amanda Nolte

Schedule

Weekly, from 7/27/2015 to 5/27/2016

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 8/17/2015 to 5/27/2016

Evidence of Completion

Notes from classroom walk-throughs and teachers feedback.

G2.B2 Lack of rigorous and engaging instruction 2

B188402

G2.B2.S1 Provide Professional Development to teachers on student engagement and rigorous instruction 4

S199820

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 7/27/2015 to 5/27/2016

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 7/27/2015 to 5/27/2016

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.B2.S1 6

Classroom observations and walkthroughs

Person Responsible

Amanda Nolte

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Observation logs

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

Summative and Formative Assessment Data

Person Responsible

Amanda Nolte

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Discovery Education Assessment Data Progress Monitoring Assessment Data

G2.B3 Teacher inexperience with new Florida Standards 2

B188403

G2.B3.S1 Familiarize teachers with new Florida Standards 4

S199821

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 1 5

Used for SREB Math and Cooperative Learning Professional Development.

Person Responsible

Amanda Nolte

Schedule

Monthly, from 7/27/2015 to 5/27/2016

Evidence of Completion

Agendas and Sign In sheets

Action Step 2 5

Create standard aligned assessments

Person Responsible

Schedule

Biweekly, from 7/27/2015 to 5/27/2016

Evidence of Completion

Benchmark aligned assessments

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

School leadership will attend professional learning communities and/or debrief with coaches

Person Responsible

Derrick Thomas

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Observations by school leadership

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

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

Person Responsible

Amanda Nolte

Schedule

Biweekly, from 7/27/2015 to 5/27/2016

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
G1.B1.S1.A1	Survey teachers to determine professional development needs related to management of student behavior.	Franklin, Bakari	7/27/2015	Survey results	5/27/2016 monthly
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	7/27/2015	Professional Learning Communities; agendas, notes, and sign-in	5/27/2016 weekly
G2.B2.S1.A1	Conduct a Needs Assessment to determine professional development needs related to planning and instruction	Nolte, Amanda	7/27/2015	Needs Assessment Survey	5/27/2016 semiannually
G2.B3.S1.A1	Used for SREB Math and Cooperative Learning Professional Development.	Nolte, Amanda	7/27/2015	Agendas and Sign In sheets	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.A2	Design and Deliver professional development to address identified areas of growth	Nolte, Amanda	7/27/2015	Professional Development Agendas and Sign In Professional Development Plans Materials and resources used in professional development	5/27/2016 weekly
G2.B3.S1.A2	Create standard aligned assessments		7/27/2015	Benchmark aligned assessments	5/27/2016 biweekly
G1.MA1	Referral data	Frizen, Ashleigh	8/17/2015	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	5/27/2016 monthly
G1.B1.S1.MA1	Referral data per teacher, student, location, and time of day.	Frizen, Ashleigh	8/17/2015	Referral data extracted from focus	5/27/2016 monthly
G1.B1.S1.MA1	Leadership team will conduct classroom walk-throughs to determine if teachers are implementing strategies from professional development.	Thomas, Derrick	8/17/2015	Walk-Through Data	5/27/2016 biweekly
G2.MA1	Discovery Education Data	Lipnick, Regina	9/7/2015	Discovery Education data will be analysed after each administration	5/13/2016 every-6-weeks
G2.B1.S1.MA1	Leadership will conduct classroom walk-throughs for each content area teacher.	Lipnick, Regina	8/17/2015	Notes from classroom walk-throughs and teachers feedback.	5/27/2016 weekly
G2.B1.S1.MA1	Coaches will conduct professional learning communities to monitor the fidelity of implementation.	Nolte, Amanda	7/27/2015	Leadership will review the minutes and notes of the professional learning communities.	5/27/2016 weekly
G2.B2.S1.MA1	Summative and Formative Assessment Data	Nolte, Amanda	8/24/2015	Discovery Education Assessment Data Progress Monitoring Assessment Data	5/27/2016 quarterly
G2.B2.S1.MA1	Classroom observations and walkthroughs	Nolte, Amanda	8/17/2015	Observation logs	5/27/2016 weekly
G2.B3.S1.MA1	Teachers and coaches will analyze data collected through administration of standards-aligned assessments	Nolte, Amanda	7/27/2015	Results from teacher created assessments	5/27/2016 biweekly
G2.B3.S1.MA1	School leadership will attend professional learning communities and/or debrief with coaches	Thomas, Derrick	8/17/2015	Observations by school leadership	5/27/2016 biweekly

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 Lack of rigorous and engaging instruction

G2.B2.S1 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 Ashlyn Martin Ebony Griffin

Participants

Teachers

Schedule

Weekly, from 7/27/2015 to 5/27/2016

G2.B3 Teacher inexperience with new Florida Standards

G2.B3.S1 Familiarize teachers with new Florida Standards

PD Opportunity 1

Used for SREB Math and Cooperative Learning Professional Development.

Facilitator

SREB Facilitator

Participants

Teachers

Schedule

Monthly, from 7/27/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	**G1.B1.S1.A1**	**Survey teachers to determine professional development needs related to management of student behavior.**				**$0.00**
2	**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.**				**$0.00**
3	**G2.B2.S1.A1**	**Conduct a Needs Assessment to determine professional development needs related to planning and instruction**				**$0.00**
4	**G2.B2.S1.A2**	**Design and Deliver professional development to address identified areas of growth**				**$5,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Warrington Middle School			$5,000.00
			Notes: Teacher Stipend			
5	**G2.B3.S1.A1**	**Used for SREB Math and Cooperative Learning Professional Development.**				**$21,028.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0561 - Warrington Middle School			$21,028.00
			Notes: Teacher Stipend			
6	**G2.B3.S1.A2**	**Create standard aligned assessments**				**$0.00**
					Total:	**$26,028.00**