

Warrington Elementary School



2015-16 School Improvement Plan

Warrington Elementary School

220 N NAVY BLVD, 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)
Elementary	Yes	87%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	75%

School Grades History

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

Learning is a process and growth is possible for all.

Provide the school's vision statement

The Warrington Community will come together to foster student engagement, life long opportunities, enrichment and remediation, and a hope that every child will succeed and grow into a productive and successful adult.

School Environment

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

Warrington is a school that believes the staff's responsibility is to teach students, not content. We begin the year by learning about our students' learning styles, personalities, and family dynamics. The WES staff spends time in the summer in the local communities and housing developments getting to know the needs of those we serve. In addition WES opens its doors the week prior to school for an informal "Meet and Greet" and reaches out to better fulfill the whole lives of each child and family.

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

Warrington Elementary is vested in creating a welcoming and safe environment. Students know that the faculty cares about student well-being in that every effort is taken to create a safe environment through implementation of routines and structures well-being. Before school, students are met by school staff and welcomed to breakfast. At the beginning of school, students recite a student pledge every morning and are reminded of daily expectations. Throughout the day, students are rewarded for positive behavior through privileges and recognition. After school, students are safely escorted to buses, the car line, and waiting parents in the walker's line.

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

Warrington Elementary uses PBIS. On a school-wide level, PBIS relies on accurate and reliable student management referral data to understand the behaviors occurring across campus. An analysis of the data allows the school PBIS team to identify the problem areas, brainstorm interventions, such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. Training for PBIS is given school-wide at the beginning of the year. Everyone on campus participates.

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

Warrington Elementary has a full-time Guidance Counselor who provides whole-group and individual counseling as well as character education K-2. Our student body is also served by a certified Social worker, a part-time Overlay counselor, a part-time Title 1 counselor, two self-contained EBD

classrooms, and Youth Motivator Mentoring through Community Involvement. For students needing additional services, out-patient referrals to Lakeview are available.

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

The school Guidance Counselor regularly provides faculty and staff with a roster of students, indicating any (almost) failing grades, attendance issues, low citizenship grades, discipline issues, and Discovery Ed scores. Students with multiple indicators are monitored through the RtI process.

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
	1	2	3	4	5	
Attendance below 90 percent	11	14	16	10	10	61
One or more suspensions	0	3	6	1	4	14
Course failure in ELA or Math	1	4	7	2	0	14
Level 1 on statewide assessment	0	0	5	19	26	50

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	9	6	5	24

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

The RtI team meets on a regular basis to engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify Professional Development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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/162517>.

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 Elementary has had a longstanding relationship with the military community. WES has a strong relationship with the district's partnership and community points of contact. WES meets regularly with community outreach contacts and parents through regular meetings and conversations. In addition, WES has local charities, churches, and business who contribute supplies and finances directly to our students.

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
Schmittou, David	Principal
Harris, Angie	Assistant Principal
Whitley, Linsay	Guidance Counselor

Duties

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

Warrington Elementary has a number of leadership committees in place, each serving a unique role. These committees include: Funding and Finances, Leadership (grade level), PBS, Safety, and School Improvement (data monitoring).

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 team meets on a regular basis to engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify Professional Development opportunities and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted by hiring a Teacher Assistant, a Math/Science Coach and a Technology Specialist. Additional funds will be used to purchase student supplies and technology.

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.

Supplemental Academic Instruction (SAI):

Warrington Elementary will receive \$17,001.00 for 2014 - 2015. The funds will be used for instructional materials and technology hardware and software to support improved academic achievement.

Violence Prevention Programs:

The school offers a non-violence and anti-drug 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, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events and through school computer networks.

Nutrition Programs:

Our school is committed to offering nutritional choices in the cafeteria. This includes salad bar, ala carte items, and self-serve options. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dave Schmittou	Principal
Kim Kirchharr	Teacher
Kristy Upmanis	Teacher
Alicia Richardson	Teacher
Trina Walker	Parent
Lanisha Smith	Parent
Victor Williams	Parent
Vanessa Rudolph	Parent
Shaqueta Bogan	Parent
LeTonya Finney	Parent

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

The School Improvement Plan (SIP) is shared with the SAC early in the school year. The SIP is posted on the school web page for all stakeholders to access once it is published for public view.

Development of this school improvement plan

The proposed 2015- 2016 SIP will be shared with the School Advisory Council during the first meeting of the year. Members will be given an opportunity to provide input to the plan. Once the plan is published, it will be linked on the school web page and a printed copy will be available at the school.

Preparation of the school's annual budget and plan

During the month of March the school's annual budget and plans for its use is shared with the SAC team. The SAC chairman signs the budgets before they are submitted to the district office.

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

During the first meeting a discussion will be held detailing the use of SAC funds.

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
Schmittou, David	Principal
Harris, Angie	Assistant Principal
Whitley, Lindsay	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team works with all staff, students, and parents to create a culture of discovery and curiosity. The overall goal is to create students who hope to learn more around them and use reading as a mechanism to grow and learn.

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

Each grade level has a common planning time. In addition, each grade level is asked to present at monthly staff meetings, sharing and celebrating their success.

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

To help develop new teachers' skills, they have been paired with veteran teachers in their grade level to guide and offer assistance.

District specialists, TSA's and instructional coaches will provide relevant, high quality PD relating to Florida Standards, STEM, and student engagement.

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

New teachers have been paired with veteran teachers on their grade level and placed in adjacent classrooms.

In addition the district provides support through the START program.

Grade levels meet monthly with Administration and Instructional Coaches to identify areas of need.

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 Elementary uses the Escambia county pacing guides for ELA, Math and Science. The pacing guides are standards-based and allow for review and mastery of the standards. Adherence to the pacing guides and any instructional issues related to core instructional issues are addressed in weekly grade level meetings with the instructional coaches. The core curriculums--Reading Wonders for ELA, GoMath! for Math and Pearson Interactive for Science--have updated materials to reflect the very recent changes to the Florida Standards.

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

The leadership team has used an amalgam of last year's DE and FCAT 2.0 data and teacher observation to identify areas where students are facing deficits. ESE teachers and aides are providing push-in support to work with both identified ESE students and those students who are similarly struggling in small groups. The lowest quartile in both Math and Reading has been identified and their names have been shared with their grade level and appropriate support personnel. We are in the process of assigning school employees as mentors for these students.

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: 4,800

Students will have one hour of reading enrichment time each morning. The time will be used to address deficits both through whole group and small group instruction. Deficits have and are being identified through analysis of last year's FCAT 2.0 and Discovery Ed data, beginning of the year diagnostics, and teacher observation. Instruction during that time includes SRA Reading Mastery Signature Direct Instruction, Tyner small group instruction, multi-syllabic instruction, and in the upper grades thematic units incorporating ELA research skills, social studies analysis of primary sources, and where possible MEA's, with a focus on building effective writing skills.

Strategy Rationale

The extended school day is required based on Warrington Elementary's being included in the ranking of Florida's 300 lowest performing elementary schools.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

The SRA Reading Mastery Signature instruction tracks student performance on tasks to determine mastery and adjustments are made where needed. Tyner instruction will be assessed after the first 26 lessons. Student performance as evaluated by rubric will determine the effectiveness of the thematic units' integrated writing instruction. DE Assessments will also be used to gauge impact. As deficits are remediated or as a given strategy is determined to be ineffective, changes will be made and targeted replacements will be implemented.

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

Each Spring, Pre-Kindergarten students and their parents are invited to a Transition Visit. The morning is spent visiting in the Kindergarten classes and touring the school. The visit concludes with milk and cookies served in the cafeteria. Kindergarten students are screened within the first month of school. The readiness assessments provide valuable information regarding the need for instruction or intervention in academic and social areas. A Kindergarten checklist guides instruction on student progress. In fifth grade, progression meetings are held for all transitioning ESE students with school personnel from their

To aide our families in making informed decisions about school choice and to facilitate communication for transitioning students, Warrington Elementary works with area middle schools to disseminate information.

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

N/A

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.

WES is a school that has underperformed in all core academic areas as compared to schools of similar demographics. The school has shown a commitment to improvements in reading and math through focused instruction and will continue to create a growth mindset in all of its students.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Show demonstrated student growth in all core academic areas through an increase in student proficiency.
- G2.** Increase student engagement across content areas.

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. Show demonstrated student growth in all core academic areas through an increase in student proficiency. 1a

 G072259

Targets Supported 1b

Indicator	Annual Target
Math Gains	20.0
ELA/Reading Gains	15.0
FCAT 2.0 Science Proficiency	54.0

Resources Available to Support the Goal 2

- Instructional Coaches
- District Specialists
- School Leadership Team
- Existing climate of procedures and routines
- Strong Classroom Management

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement
- Teachers unaccustomed to rigorous curriculum

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

G2. Increase student engagement across content areas. 1a

G072260

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	2.0
Math Gains	20.0
ELA/Reading Gains	15.0

Resources Available to Support the Goal 2

- School Leadership team
- Kim Gunn- District TSA for ELA- PD related to Common Core Shifts, including Collaborative Conversations, Close Reading, and Response to Text.
- Instructional coaches and administration. Professional development planned for this year includes small group and center activities and active phonics instruction.
- RtI Team- Assembled to ensure that all Level 1 and 2 FCAT students receive interventions throughout the entire school year to insure educational gains.

Targeted Barriers to Achieving the Goal 3

- Time and scheduling
- Lack of teacher expertise

Plan to Monitor Progress Toward G2. 8

CWT- School-Wide evidence of strategy implementation

Data from Discovery Education and FCAT 2.0- Continuous evidence of student growth throughout the school year

Debriefing- Meeting with teachers to reflect and discuss possible strategies for improvement and/or maintaining success

Person Responsible

Schedule

Quarterly, from 11/14/2014 to 5/29/2015

Evidence of Completion

Student will show increase in gains as per Discovery Education throughout the school year; FCAT 2.0 scores will meet District Level proficiency levels; Increased number of Teachers Effective/ Highly Effective

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. Show demonstrated student growth in all core academic areas through an increase in student proficiency.

1

 **G072259**

G1.B1 Lack of student engagement **2**

 **B188418**

G1.B1.S1 Teachers will be involved in focused professional development aimed to help define, describe, and implement engaging lessons for students. **4**

 **S199833**

Strategy Rationale

Action Step 1 **5**

Teach like a Pirate book study

Person Responsible

David Schmittou

Schedule

Every 3 Weeks, from 8/21/2015 to 12/31/2015

Evidence of Completion

attendance and discussion of teachers

Action Step 2 5

Instructional Rounds

Person Responsible

David Schmittou

Schedule

Monthly, from 9/7/2015 to 5/31/2016

Evidence of Completion

Teachers will provide rubric guided observations of student engagement

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

Regular collaboration through use of rubrics for anecdotal observations/Teacher walkthroughs

Person Responsible

David Schmittou

Schedule

Monthly, from 8/24/2015 to 5/31/2016

Evidence of Completion

see action steps

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

student achievement, attendance rates, and discipline measures should all show evidence of improvement

Person Responsible

Linsay Whitley

Schedule

Semiannually, from 8/24/2015 to 5/31/2016


Evidence of Completion

attendance data, referral data, achievement data

G1.B4 Teachers unaccustomed to rigorous curriculum 2

 B188421

G1.B4.S1 Professional Development geared toward showing teachers how to use curricular resources to increase rigor. 4

 S199835

Strategy Rationale

Teachers now have access to rigorous materials and need training to be able to use them effectively.

Action Step 1 5

Professional Development will be provided as guided collaborative planning with the aim of increasing the opportunities for rigor during instruction

Person Responsible

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Surveys, documented and observed use of rigorous activities introduced in PD.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Coaches and admin will observe the strategies introduced during PD in classrooms.

Person Responsible

Schedule

Daily, from 8/17/2015 to 6/1/2016

Evidence of Completion

Classroom observations, student work

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Coaches will observe the strategies introduced during PD in classrooms.

Person Responsible

Rebecca Mead

Schedule

Monthly, from 11/3/2014 to 5/29/2015

Evidence of Completion

Classroom observations, student work


G2. Increase student engagement across content areas. 1

 G072260

G2.B2 Time and scheduling 2

 B188423

G2.B2.S1 Common planning for each grade level with an additional planning once a week for academy time 4

 S199837

Strategy Rationale

The shared planning time will allow teachers to increase the impact of interventions with students in consolidating efforts and identifying early indicators in a timely fashion. The academy planning time allows shared interventions for students with identified needs for remediation. Teachers can share this information to create targeted groups.

Action Step 1 5

The master schedule for the school will include a common planning for each grade level and an additional planning once a week per grade level for academy time planning.

Person Responsible

Schedule

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

Evidence of Completion

Master schedule; meeting notes

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B3 Lack of teacher expertise **2**

 B188424

G2.B3.S1 PLC- Professional Learning Community specifically targeted to school improvement goal of increasing engagement. **4**

 S199838

Strategy Rationale

Action Step 1 **5**

Quality Questioning Book Study and PLC group
Coaching Cycles
Lesson Study

Person Responsible

David Schmittou

Schedule

On 5/31/2016

Evidence of Completion

Reflection Logs Follow-up with ELA Coach CWT- Evidence of Strategy Implementation
Participation and discussion

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

Administration will conduct weekly CWT
Observation of PLC group meetings

Person Responsible

David Schmittou

Schedule

Evidence of Completion

Increased student engagement in the classroom Higher Discovery Education Assessment
scores Higher FCAT 2.0 scores

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

Discovery Education Assessment Data- Increased Student Scores
FCAT 2.0 Assessment Data- Increased Student Scores
Increased engagement in the classroom setting
Less discipline referrals

Person Responsible

David Schmittou

Schedule

Evidence of Completion

Discovery Education Assessment Data FCAT 2.0 Assessment Data RtIB Data (Behavior/ Referrals)

G2.B3.S2 PD- Professional Development specifically targeted to areas of teacher need in the classroom setting. 4

 S199839

Strategy Rationale

Action Step 1 5

PD/PLCs differentiated for teacher need

Person Responsible

Schedule

On 5/31/2016

Evidence of Completion

teacher attendance and participation in bi-weekly meetings and discussions

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

Person Responsible

Schedule

Evidence of Completion

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

Person Responsible

Schedule

Evidence of Completion

G2.B3.S3 Teacher Collaboration- Teachers share ideas and successes with others to encourage a sense of community within the school setting. 4

 S199840

Strategy Rationale

Action Step 1 5

weekly team meetings

Person Responsible

David Schmittou

Schedule

Weekly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B3.S3 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G2.B3.S3 7

Person Responsible

Schedule

Evidence of Completion

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	Teach like a Pirate book study	Schmittou, David	8/21/2015	attendance and discussion of teachers	12/31/2015 every-3-weeks
G1.B4.S1.A1	Professional Development will be provided as guided collaborative planning with the aim of increasing the opportunities for rigor during instruction		8/17/2015	Surveys, documented and observed use of rigorous activities introduced in PD.	6/1/2016 monthly
G2.B2.S1.A1	The master schedule for the school will include a common planning for each grade level and an additional planning once a week per grade level for academy time planning.		8/17/2015	Master schedule; meeting notes	5/27/2016 annually
G2.B3.S1.A1	Quality Questioning Book Study and PLC group Coaching Cycles Lesson Study	Schmittou, David	8/24/2015	Reflection Logs Follow-up with ELA Coach CWT- Evidence of Strategy Implementation Participation and discussion	5/31/2016 one-time
G2.B3.S2.A1	PD/PLCs differentiated for teacher need		8/17/2015	teacher attendance and participation in bi-weekly meetings and discussions	5/31/2016 one-time
G2.B3.S3.A1	weekly team meetings	Schmittou, David	8/17/2015		6/1/2016 weekly
G1.B1.S1.A2	Instructional Rounds	Schmittou, David	9/7/2015	Teachers will provide rubric guided observations of student engagement	5/31/2016 monthly
G1.MA1	[no content entered]			one-time	
G1.B1.S1.MA1	student achievement, attendance rates, and disciple measures should all show evidence of improvement	Whitley, Linsay	8/24/2015	attendance data, referral data, achievement data	5/31/2016 semiannually
G1.B1.S1.MA1	Regular collaboration through use of rubrics for anecdotal observations/ Teacher walkthroughs	Schmittou, David	8/24/2015	see action steps	5/31/2016 monthly
G1.B4.S1.MA1	Coaches will observe the strategies introduced during PD in classrooms.	Mead, Rebecca	11/3/2014	Classroom observations, student work	5/29/2015 monthly
G1.B4.S1.MA1	Coaches and admin will observe the strategies introduced during PD in classrooms.		8/17/2015	Classroom observations, student work	6/1/2016 daily
G2.MA1	CWT- School-Wide evidence of strategy implementation Data from Discovery Education and FCAT 2.0- Continuous evidence of student growth throughout the school year Debriefing-Meeting with teachers to reflect and		11/14/2014	Student will show increase in gains as per Discovery Education throughout the school year; FCAT 2.0 scores will meet District Level proficiency levels; Increased number of Teachers Effective/Highly Effective	5/29/2015 quarterly

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Warrington Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	discuss possible strategies for improvement and/or maintaining success				
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B2.S1.MA1	[no content entered]			one-time	
G2.B3.S1.MA1	Discovery Education Assessment Data- Increased Student Scores FCAT 2.0 Assessment Data- Increased Student Scores Increased engagement in the classroom setting Less discipline referrals	Schmittou, David	Discovery Education Assessment Data FCAT 2.0 Assessment Data RtIB Data (Behavior/ Referrals)	one-time	
G2.B3.S1.MA1	Administration will conduct weekly CWT Observation of PLC group meetings	Schmittou, David	Increased student engagement in the classroom Higher Discovery Education Assessment scores Higher FCAT 2.0 scores	one-time	
G2.B3.S2.MA1	[no content entered]			one-time	
G2.B3.S2.MA1	[no content entered]			one-time	
G2.B3.S3.MA1	[no content entered]			once	
G2.B3.S3.MA1	[no content entered]			once	

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.

G1. Show demonstrated student growth in all core academic areas through an increase in student proficiency.

G1.B1 Lack of student engagement

G1.B1.S1 Teachers will be involved in focused professional development aimed to help define, describe, and implement engaging lessons for students.

PD Opportunity 1

Teach like a Pirate book study

Facilitator

schmittou

Participants

teachers and support staff

Schedule

Every 3 Weeks, from 8/21/2015 to 12/31/2015

PD Opportunity 2

Instructional Rounds

Facilitator

schmittou

Participants

teacher volunteers

Schedule

Monthly, from 9/7/2015 to 5/31/2016

G1.B4 Teachers unaccustomed to rigorous curriculum

G1.B4.S1 Professional Development geared toward showing teachers how to use curricular resources to increase rigor.

PD Opportunity 1

Professional Development will be provided as guided collaborative planning with the aim of increasing the opportunities for rigor during instruction

Facilitator

schmittou

Participants

Classroom teachers

Schedule

Monthly, from 8/17/2015 to 6/1/2016

G2. Increase student engagement across content areas.

G2.B3 Lack of teacher expertise

G2.B3.S1 PLC- Professional Learning Community specifically targeted to school improvement goal of increasing engagement.

PD Opportunity 1

Quality Questioning Book Study and PLC group Coaching Cycles Lesson Study

Facilitator

Schmittou

Participants

Classroom Teachers

Schedule

On 5/31/2016

G2.B3.S2 PD- Professional Development specifically targeted to areas of teacher need in the classroom setting.

PD Opportunity 1

PD/PLCs differentiated for teacher need

Facilitator

schmittou

Participants

all certified staff

Schedule

On 5/31/2016

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	Teach like a Pirate book study				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0551 - Warrington Elementary School	SIG 1003(a)		\$500.00
			Notes: Notes			
2	G1.B1.S1.A2	Instructional Rounds				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0551 - Warrington Elementary School	Title II		\$500.00
			Notes: Notes			
3	G1.B4.S1.A1	Professional Development will be provided as guided collaborative planning with the aim of increasing the opportunities for rigor during instruction				\$0.00
4	G2.B2.S1.A1	The master schedule for the school will include a common planning for each grade level and an additional planning once a week per grade level for academy time planning.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0551 - Warrington Elementary School			\$0.00
			Notes: Notes			
5	G2.B3.S1.A1	Quality Questioning Book Study and PLC group Coaching Cycles Lesson Study				\$0.00
6	G2.B3.S2.A1	PD/PLCs differentiated for teacher need				\$0.00
7	G2.B3.S3.A1	weekly team meetings				\$0.00
Total:						\$1,000.00