

# Warrington Elementary School



# 2016-17 Schoolwide Improvement Plan

## Warrington Elementary School

220 N NAVY BLVD, Pensacola, FL 32507

[www.escambiaschools.org](http://www.escambiaschools.org)

### School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	F	C*	F	D

*\*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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for Warrington Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - <a href="#">Rachel Heide</a>	Comprehensive Support & Improvement - Implementing Cycle 1 Dmt

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

Learning is a process and growth is possible for all.

##### b. 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.

#### 2. School Environment

##### a. 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.

##### b. 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.

##### c. 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.

##### d. 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-5. Our student body is also served by a certified Social Worker, a part-time Overlay Counselor, two self-contained EBD classrooms, and Pre-K Program and

associated staff. For students needing additional services, out-patient referrals to Lakeview are available.

### 3. Early Warning Systems

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

#### a. 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, or attendance issues. The building Behavior Coach monitors discipline data along with citizenship grades. Students with multiple indicators are monitored through the Rtl process.

#### b. Provide the following data related to the school's early warning system

##### 1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	11	14	16	10	10	0	0	0	0	0	0	0	61
One or more suspensions	5	5	7	7	57	10	0	0	0	0	0	0	0	91
Course failure in ELA or Math	0	1	4	7	2	0	0	0	0	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	36	70	48	0	0	0	0	0	0	0	154

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	1	3	9	6	5	0	0	0	0	0	0	0	24

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

The Rtl 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.

### B. Family and Community Engagement

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

#### 1. 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. Â§ 6314(b)(1)(F).

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

Yes

**1. PIP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

**2. Description**

Warrington Elementary School has many strategies to include parents in the planning, reviewing, and implementation in school programs and education of their children in our school. Warrington Elementary plans to increase the number of parent involvement activities, as well as increase the percentage of parents being present at these activities.

**2. 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.

**C. Effective Leadership**

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

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Schmittou, David	Principal
Harris, Angie	Assistant Principal
Bosso, Tina	Teacher, ESE
Russell, Olivia	Instructional Coach

**b. Duties**

**1. 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: PBIS, Culture and Climate, Data, and Professional Development.

**2. 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 additional staff.

**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.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Dave Schmittou	Principal
Kim Kirchharr	Teacher
Alicia Richardson	Teacher
Trina Walker	Parent
Lanisha Smith	Parent
Vanessa Rudolph	Parent
Shaqueta Bogan	Parent
LeTonya Finney	Parent
Angela Harris	Principal
Debra Lawrence	Parent

### b. Duties

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

##### **a. 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 stakeholder to access once it is published for public view.

##### **b. Development of this school improvement plan**

The proposed 2016- 2017 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.

##### **c. 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.

**2. 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.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Schmittou, David	Principal
Harris, Angie	Assistant Principal
Bosso, Tina	Teacher, ESE
Russell, Olivia	Instructional Coach
Whitley, Linsay	School Counselor

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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.

**D. Public and Collaborative Teaching**

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

**1. 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.

**2. 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.

### **3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### ***1. 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.

#### **b. Instructional Strategies**

##### ***1. 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 FSA 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.

##### ***2. 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: 10,800**

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 FSA, Portfolios, DRA, 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. SRA will be administered to all students k-5 to improve basic reading mastery. Additional progress monitoring will occur using NWEA MAPS three times a year.

## **2. Student Transition and Readiness**

### **a. PreK-12 Transition**

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

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

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.

In addition Warrington Elementary offers a pre-k program to help transition students into our k-5 program.

### **b. College and Career Readiness**

**1. 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

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

N/A

**3. 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

**4. 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

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

#### 2. 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.

### B. 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.

### C. Strategic Goals

## 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"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, 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

G086702

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	35.0
ELA/Reading Gains	40.0
FCAT 2.0 Science Proficiency	60.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of student engagement
- Teachers unaccustomed to rigorous curriculum

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Vertical standard alignment
- School Leadership Team
- NWEA MAPs diagnostic assessment
- Weekly Monday Intervention Meetings

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

NWEA MAPs scores will show growth beyond the norm, OSS data will show decreases year over year

**Person Responsible**

Angie Harris

**Schedule**

Triannually, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

**G2. Increase student engagement across content areas.** 1a

 G086703

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	95.0
Discipline incidents	100.0
Effective+ Teachers (Performance Rating)	80.0

**Targeted Barriers to Achieving the Goal** 3

- Time and scheduling
- Lack of teacher expertise

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Master schedule flexibility
- PD and Book Studies

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

Data from NWEA Maps; 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**

David Schmittou

**Schedule**

Triannually, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

ELEOT scores and NWEA MAPS scores will show constant growth

## 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

 = Problem Solving Step     S123456 = Quick Key

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


1

 G086702

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

 B230486

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

 S243155

### Strategy Rationale

Teachers will gain PD to learn how to craft engaging lessons and will receive non-punitive feedback on engagement

### Action Step 1 5

Teach like a Pirate book study

#### Person Responsible

David Schmittou

#### Schedule

Every 3 Weeks, from 7/21/2016 to 12/23/2016

#### Evidence of Completion

attendance and discussion of teachers

### Action Step 2 5

Instructional Rounds

#### Person Responsible

David Schmittou

#### Schedule

Monthly, from 8/10/2016 to 5/26/2017

#### 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 8/10/2016 to 5/26/2017

***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**

Angie Harris


**Schedule**

Every 6 Weeks, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

attendance data, referral data, achievement data

**G1.B4 Teachers unaccustomed to rigorous curriculum** 2

 B230489

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

 S243157

**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.

**Action Step 2** 5

SRA direct literacy instruction

**Person Responsible**

David Schmittou

**Schedule**

Daily, from 8/10/2016 to 5/31/2017

***Evidence of Completion***

NWEA MAPS reading scores and SRA assessments

**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 8/4/2016 to 5/31/2017

***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**


**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

 G086703

**G2.B2 Time and scheduling** 2

 B230491

**G2.B2.S1** Common planning for each grade level with an extra 40 minutes each day to focus on engaging lessons 4

 S243159

**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. Teachers will have a high risk time to try outside of the box instructional plans.

**Action Step 1** 5

The master schedule for the school will include a common planning for each grade level and an additional 40 minutes a day to experiment with high risk high reward strategies using the Mind Up curriculum as a guide.

**Person Responsible**

**Schedule**

Annually, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Master schedule; meeting notes

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

Instructional Rounds and walkthroughs

**Person Responsible**

David Schmittou

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Eleot and E3 observation notes

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

Increases in Eleot observation scores and NWEA MAPs scores

**Person Responsible**

**Schedule**

Daily, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Eleot scores increasing, NWEA scores increasing

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

 B230492

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

 S243160

**Strategy Rationale**

**Action Step 1** 5

Instructional Rounds  
Coaching Cycles  
Lesson Study

**Person Responsible**

David Schmittou

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

**Evidence of Completion**

Teacher survey responses E3 scores Participation and discussion

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

Observation of PLC group meetings

**Person Responsible**

David Schmittou

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Increased student engagement in the classroom E3 scores

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

Increased engagement in the classroom setting  
Less discipline referrals

**Person Responsible**

David Schmittou

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

***Evidence of Completion***

Discovery Education Assessment Data RtIB Data (Behavior/Referrals)

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

 S243161

### Strategy Rationale

#### Action Step 1 5

PD/PLCs differentiated for teacher need

##### Person Responsible

##### Schedule

Monthly, from 7/18/2016 to 5/26/2017

##### *Evidence of Completion*

teacher attendance and participation in bi-weekly meetings and discussions

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

E3 and Eleot scores will identify participants

##### Person Responsible

David Schmittou

##### Schedule

Monthly, from 7/18/2016 to 5/26/2017

##### *Evidence of Completion*

E3 and Eleot scores

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

After attending specified PD walkthroughs will be conducted to assess follow through

##### Person Responsible

##### Schedule

Monthly, from 7/18/2016 to 5/26/2017

##### *Evidence of Completion*

E3 and Eleot scores

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B4.S1.MA1 M325614	Coaches will observe the strategies introduced during PD in classrooms.		11/3/2014	Classroom observations, student work	5/29/2015 monthly
G1.B4.S1.A1 A314575	Professional Development will be provided as guided collaborative planning with the aim of...		8/17/2015	Surveys, documented and observed use of rigorous activities introduced in PD.	6/1/2016 monthly
G1.B1.S1.A1 A314573	Teach like a Pirate book study	Schmittou, David	7/21/2016	attendance and discussion of teachers	12/23/2016 every-3-weeks
G1.MA1 M325616	NWEA MAPs scores will show growth beyond the norm, OSS data will show decreases year over year	Harris, Angie	8/10/2016		5/26/2017 triannually
G2.MA1 M325625	Data from NWEA Maps; Continuous evidence of student growth throughout the school year...	Schmittou, David	8/10/2016	ELEOT scores and NWEA MAPS scores will show constant growth	5/26/2017 triannually
G1.B1.S1.MA1 M325612	student achievement, attendance rates, and discipline measures should all show evidence of improvement	Harris, Angie	8/10/2016	attendance data, referral data, achievement data	5/26/2017 every-6-weeks
G1.B1.S1.MA1 M325613	Regular collaboration through use of rubrics for anecdotal observations/ Teacher walkthroughs	Schmittou, David	8/10/2016	see action steps	5/26/2017 monthly
G1.B1.S1.A2 A314574	Instructional Rounds	Schmittou, David	8/10/2016	Teachers will provide rubric guided observations of student engagement	5/26/2017 monthly
G2.B2.S1.MA1 M325619	Increases in Eleot observation scores and NWEA MAPs scores		8/10/2016	Eleot scores increasing, NWEA scores increasing	5/26/2017 daily
G2.B2.S1.MA1 M325620	Instructional Rounds and walkthroughs	Schmittou, David	8/10/2016	Eleot and E3 observation notes	5/26/2017 daily
G2.B2.S1.A1 A314578	The master schedule for the school will include a common planning for each grade level and an...		8/10/2016	Master schedule; meeting notes	5/26/2017 annually
G2.B3.S1.MA1 M325621	Increased engagement in the classroom setting Less discipline referrals	Schmittou, David	8/10/2016	Discovery Education Assessment Data RtIB Data (Behavior/Referrals)	5/26/2017 monthly
G2.B3.S1.MA1 M325622	Observation of PLC group meetings	Schmittou, David	8/10/2016	Increased student engagement in the classroom E3 scores	5/26/2017 monthly
G2.B3.S1.A1 A314579	Instructional Rounds Coaching Cycles Lesson Study	Schmittou, David	8/10/2016	Teacher survey responses E3 scores Participation and discussion	5/26/2017 monthly
G2.B3.S2.MA1 M325623	After attending specified PD walkthroughs will be conducted to assess follow through		7/18/2016	E3 and Eleot scores	5/26/2017 monthly
G2.B3.S2.MA1 M325624	E3 and Eleot scores will identify participants	Schmittou, David	7/18/2016	E3 and Eleot scores	5/26/2017 monthly
G2.B3.S2.A1 A314580	PD/PLCs differentiated for teacher need		7/18/2016	teacher attendance and participation in bi-weekly meetings and discussions	5/26/2017 monthly
G1.B4.S1.MA1 M325615	Coaches and admin will observe the strategies introduced during PD in classrooms.		8/4/2016	Classroom observations, student work	5/31/2017 daily
G1.B4.S1.A2 A314576	SRA direct literacy instruction	Schmittou, David	8/10/2016	NWEA MAPS reading scores and SRA assessments	5/31/2017 daily

## V. 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. TLAP PD, Eleot observations

### PD Opportunity 1

Teach like a Pirate book study

#### Facilitator

schmittou

#### Participants

teachers and support staff

#### Schedule

Every 3 Weeks, from 7/21/2016 to 12/23/2016

### PD Opportunity 2

Instructional Rounds

#### Facilitator

schmittou

#### Participants

teacher volunteers

#### Schedule

Monthly, from 8/10/2016 to 5/26/2017

**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**

Instructional Rounds Coaching Cycles Lesson Study

**Facilitator**

Schmittou

**Participants**

Classroom Teachers

**Schedule**

Monthly, from 8/10/2016 to 5/26/2017

**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**

Monthly, from 7/18/2016 to 5/26/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Teach like a Pirate book study					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0551 - Warrington Elementary School	SIG 1003		\$500.00	
			Notes: Notes				
2	G1.B1.S1.A2	Instructional Rounds					\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			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	G1.B4.S1.A2	SRA direct literacy instruction					\$0.00
5	G2.B2.S1.A1	The master schedule for the school will include a common planning for each grade level and an additional 40 minutes a day to experiment with high risk high reward strategies using the Mind Up curriculum as a guide.					\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
			0551 - Warrington Elementary School			\$0.00	
			Notes: Notes				
6	G2.B3.S1.A1	Instructional Rounds Coaching Cycles Lesson Study					\$0.00
7	G2.B3.S2.A1	PD/PLCs differentiated for teacher need					\$0.00
Total:							\$1,000.00