

Warrington Elementary School



2017-18 Schoolwide Improvement Plan

Warrington Elementary School

220 N NAVY BLVD, Pensacola, FL 32507

www.escambiaschools.org

School Demographics

| School Type and Grades Served (per MSID File) | 2016-17 Title I School | 2016-17 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 | 72% |

School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | F | F | C* | F |

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Warrington Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|--|-----------------------------------|
| Northwest - Rachel Heide | - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Warrington Elementary is a school committed to helping each individual grow, mature, and succeed.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 | 16 | 33 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |

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 | 5 | 7 | 7 | 10 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 39 |

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/407538>.

2. Description

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

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

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 |
| Christopher, Anna | Teacher, K-12 |
| Whitley, Lindsay | School Counselor |
| Coker, Laura | 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 |
| Alicia Richardson | Teacher |
| Trina Walker | Parent |
| Lanisha Smith | Parent |
| Angela Harris | Principal |
| Debra Lawrence | Parent |
| Jessica Vickers | 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2017- 2018 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 |
| Whitley, Lindsay | School Counselor |
| Coker, Laura | Instructional Coach |
| Christopher, Anna | Teacher, K-12 |

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 standards based instruction with diagnostic assessment for ELA, Math and Science. The assessments are rubric based and standards-based to allow for review and mastery of the standards. Adherence to the 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.

Warrington Elem. staff also participate in monthly instructional rounds which allow for targeted professional development for all staff.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

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 students identified as making learning gains in Math and ELA and proficient in Science.
- 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 students identified as making learning gains in Math and ELA and proficient in Science. 1a

G098183

Targets Supported 1b

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

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
- STAR Reading and Math
- Weekly Monday Intervention Meetings

Plan to Monitor Progress Toward G1. 8

Star assessment scores, classroom observations

Person Responsible

Angie Harris

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Student growth will be measured through STAR and student engagement will be measured through classroom observations

G2. Increase student engagement across content areas. 1a

G098184

Targets Supported 1b

| Indicator | Annual Target |
|--|---------------|
| Attendance rate | 95.0 |
| Discipline incidents | 750.0 |
| Effective+ Teachers (Performance Rating) | 90.0 |

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 STAR assessment; 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

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

ELEOT scores and STAR 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 students identified as making learning gains in Math and ELA and proficient in Science. 1

G098183

G1.B1 Lack of student engagement 2

B264108

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

S279757

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

Monthly PD-focused on rounds needs assessment

Person Responsible

David Schmittou

Schedule

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

PD will be provided each month based on evidence collected from instructional rounds

Action Step 2 5

Instructional Rounds

Person Responsible

David Schmittou

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teachers will provide rubric guided observations of student engagement

Action Step 3 5

Person Responsible

Schedule

Evidence of Completion

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

Observation and ELEOT scores will be analyzed monthly by leadership team

Person Responsible

David Schmittou

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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

Monthly, from 7/31/2017 to 5/24/2018

Evidence of Completion

attendance data, referral data, achievement data

G1.B1.S2 Provide an additional teacher to provide specific and strategic intervention for 3rd-5th grade students in math, reading, and science **4**

 S279758

Strategy Rationale

Students will receive small group support focused on identified deficits

Action Step 1 **5**

Employ supplemental teacher to support 3rd-5th grade instruction

Person Responsible

David Schmittou

Schedule

Annually, from 9/11/2017 to 5/24/2018

Evidence of Completion

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

 B264111

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

 S279760

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 7/31/2017 to 5/24/2018

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

David Schmittou

Schedule

Daily, from 7/31/2017 to 5/24/2018

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 7/31/2017 to 5/24/2018

Evidence of Completion

Classroom observations, student work


G2. Increase student engagement across content areas. 1

 G098184

G2.B2 Time and scheduling 2

 B264113

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

 S279762

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.

Person Responsible

Schedule

Annually, from 8/10/2017 to 5/24/2018

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

Monthly, from 8/10/2017 to 5/24/2018

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 STAR assessment scores

Person Responsible

David Schmittou

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Eleot scores increasing, STAR assessment scores increasing

G2.B2.S2 Employ additional 4-5 teacher to reduce class size 4

 S279763

Strategy Rationale

Smaller class sizes allow for more engagement and strategic lesson designs

Action Step 1 5

Employ additional 4-5 teacher lost at 8 day count

Person Responsible


Schedule

On 5/24/2018

Evidence of Completion

Increased FSA scores

G2.B2.S3 Employ two additional teacher assistants 4

 S279764

Strategy Rationale

Will allow for strategic small group instruction

Action Step 1 5

Employ two additional teacher assistants

Person Responsible

David Schmittou

Schedule

Annually, from 9/11/2017 to 5/24/2018

Evidence of Completion

Increased FSA scores

G2.B3 Lack of teacher expertise 2

 B264114

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

 S279765

Strategy Rationale

Action Step 1 5

Instructional Rounds
Coaching Cycles
Lesson Study

Person Responsible

David Schmittou

Schedule

Monthly, from 7/31/2017 to 5/24/2018

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 7/31/2017 to 5/24/2018

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 7/31/2017 to 5/24/2018

Evidence of Completion

STAR Assessment Data RtIB Data (Behavior/Referrals)

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

 S279766

Strategy Rationale

Action Step 1 5

PD/PLCs differentiated for teacher need

Person Responsible

Laura Coker

Schedule

Monthly, from 7/31/2017 to 5/24/2018

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 7/31/2017 to 5/24/2018



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 |
|-------------------------|--|------------------|-------------------------------|--|--------------------|
| 2018 | | | | | |
| G1.B1.S1.A3 A377029 | [no content entered] | | No Start Date | | No End Date once |
| G2.B3.S2.MA1 M408059 | E3 and Eleot scores will identify participants | Schmittou, David | 7/18/2016 | E3 and Eleot scores | 5/26/2017 monthly |
| G1.MA1 M408051 | Star assessment scores, classroom observations | Harris, Angie | 8/10/2017 | Student growth will be measured through STAR and student engagment will be measured through classroom observations | 5/24/2018 monthly |
| G2.MA1 M408060 | Data from STAR assessment; Continuous evidence of student growth throughout the school year... | Schmittou, David | 8/10/2017 | ELEOT scores and STAR scores will show constant growth | 5/24/2018 monthly |
| G1.B1.S1.MA1 M408047 | student achievement, attendance rates, and disciple measures should all show evidence of improvement | Harris, Angie | 7/31/2017 | attendance data, referral data, achievement data | 5/24/2018 monthly |
| G1.B1.S1.MA1 M408048 | Observation and ELEOT scores will be analyzed monthly by leadership team | Schmittou, David | 8/10/2017 | see action steps | 5/24/2018 monthly |
| G1.B1.S1.A1 A377027 | Monthly PD-focused on rounds needs assessment | Schmittou, David | 7/31/2017 | PD will be provided each month based on evidence collected from instructional rounds | 5/24/2018 monthly |
| G1.B1.S1.A2 A377028 | Instructional Rounds | Schmittou, David | 8/10/2017 | Teachers will provide rubric guided observations of student engagement | 5/24/2018 monthly |
| G1.B4.S1.MA1 M408049 | Coaches will observe the strategies introduced during PD in classrooms. | | 7/31/2017 | Classroom observations, student work | 5/24/2018 monthly |
| G1.B4.S1.MA1 M408050 | Coaches and admin will observe the strategies introduced during PD in classrooms. | Schmittou, David | 7/31/2017 | Classroom observations, student work | 5/24/2018 daily |
| G1.B4.S1.A1 A377031 | Professional Development will be provided as guided collaborative planning with the aim of... | | 7/31/2017 | Surveys, documented and observed use of rigorous activities introduced in PD. | 5/24/2018 monthly |
| G2.B2.S1.MA1 M408054 | Increases in Eleot observation scores and STAR assessment scores | Schmittou, David | 8/10/2017 | Eleot scores increasing, STAR assessment scores increasing | 5/24/2018 daily |
| G2.B2.S1.MA1 M408055 | Instructional Rounds and walkthroughs | Schmittou, David | 8/10/2017 | Eleot and E3 observation notes | 5/24/2018 monthly |
| G2.B2.S1.A1 A377033 | The master schedule for the school will include a common planning for each grade level and an... | | 8/10/2017 | Master schedule; meeting notes | 5/24/2018 annually |
| G2.B3.S1.MA1 M408056 | Increased engagement in the classroom setting Less discipline referrals | Schmittou, David | 7/31/2017 | STAR Assessment Data RtIB Data (Behavior/Referrals) | 5/24/2018 monthly |
| G2.B3.S1.MA1 M408057 | Observation of PLC group meetings | Schmittou, David | 7/31/2017 | Increased student engagement in the classroom E3 scores | 5/24/2018 monthly |
| G2.B3.S1.A1 A377036 | Instructional Rounds Coaching Cycles Lesson Study | Schmittou, David | 7/31/2017 | Teacher survey responses E3 scores Participation and discussion | 5/24/2018 monthly |
| G1.B1.S2.A1 A377030 | Employ supplemental teacher to support 3rd-5th grade instruction | Schmittou, David | 9/11/2017 | | 5/24/2018 annually |
| G2.B2.S2.A1 A377034 | Employ additional 4-5 teacher lost at 8 day count | | 9/1/2017 | Increased FSA scores | 5/24/2018 one-time |
| G2.B3.S2.MA1 M408058 | After attending specified PD walkthroughs will be conducted to assess follow through | | 7/31/2017 | E3 and Eleot scores | 5/24/2018 monthly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|--|------------------|-------------------------------|--|--------------------|
| G2.B3.S2.A1  A377037 | PD/PLCs differentiated for teacher need | Coker, Laura | 7/31/2017 | teacher attendance and participation in bi-weekly meetings and discussions | 5/24/2018 monthly |
| G2.B2.S3.A1  A377035 | Employ two additional teacher assistants | Schmittou, David | 9/11/2017 | Increased FSA scores | 5/24/2018 annually |

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 students identified as making learning gains in Math and ELA and proficient in Science.

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

Monthly PD-focused on rounds needs assessment

Facilitator

schmittou

Participants

teachers and support staff

Schedule

Monthly, from 7/31/2017 to 5/24/2018

PD Opportunity 2

Instructional Rounds

Facilitator

schmittou

Participants

all WES k-5 teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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 7/31/2017 to 5/24/2018

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 7/31/2017 to 5/24/2018

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

Coker

Participants

all certified staff

Schedule

Monthly, from 7/31/2017 to 5/24/2018

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 | Monthly PD-focused on rounds needs assessment | | | | \$210.55 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 120-Classroom Teachers | 0551 - Warrington Elementary School | Other | 1.0 | \$180.00 |
| | | | Notes: 12 Hours of extra pay to allow teachers time to participate in Monthly PD outside of the instructional day, focused on rounds needs assessment (\$15/hour x 24 teachers x .5 hours = \$180.00)-->Salary | | | |
| | 6400 | 220-Social Security | 0551 - Warrington Elementary School | Other | 1.0 | \$13.77 |
| | | | Notes: 12 Hours of extra pay to allow teachers time to participate in Monthly PD outside of the instructional day, focused on rounds needs assessment (\$15/hour x 24 teachers x .5 hours x .0765 = \$13.77)-->Soc. Sec. | | | |
| | 6400 | 240-Workers Compensation | 0551 - Warrington Elementary School | Other | 1.0 | \$2.52 |
| | | | Notes: 12 Hours of extra pay to allow teachers time to participate in Monthly PD outside of the instructional day, focused on rounds needs assessment (\$15/hour x 24 teachers x .5 hours x .014 = \$2.52)-->Workers' Comp | | | |
| | 6400 | 210-Retirement | 0551 - Warrington Elementary School | Other | 1.0 | \$14.26 |
| | | | Notes: 12 Hours of extra pay to allow teachers time to participate in Monthly PD outside of the instructional day, focused on rounds needs assessment (\$15/hour x 24 teachers x .5 hours x .0792 = \$14.26)-->Retirement | | | |
| 2 | G1.B1.S1.A2 | Instructional Rounds | | | | \$500.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 0551 - Warrington Elementary School | Title II | | \$500.00 |
| | | | Notes: Notes | | | |
| 3 | G1.B1.S1.A3 | | | | | \$0.00 |
| 4 | G1.B1.S2.A1 | Employ supplemental teacher to support 3rd-5th grade instruction | | | | \$64,556.42 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 0551 - Warrington Elementary School | Other | 1.0 | \$6,981.03 |
| | | | Notes: If this teacher additional Grade 3-5 teacher costs the full average teacher salary, this \$6981.03 in additional funds will be pulled from internal building funds.--DS-->Salary | | | |
| | 5100 | 120-Classroom Teachers | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$42,185.53 |
| | | | Notes: "ES Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire supplemental Grade 3-5 teacher. Average salary for additional Grade 3-5 teacher (\$48744.00, minus 6964.32). If additional 4000 is needed to get to average salary, it will be pulled from internal funds.-->Salary" | | | |

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|---|-------------|--|---|----------------|-----|-------------|
| | 5100 | 210-Retirement | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$3,860.52 |
| | | | Notes: "ES Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire supplemental Grade 3-5 teacher. Average salary for additional Grade 3-5 teacher (\$48744.00 x .0792 = \$3860.52).-->Retirement" | | | |
| | 5100 | 220-Social Security | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$3,728.92 |
| | | | Notes: "ES Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire supplemental Grade 3-5 teacher. Average salary for additional Grade 3-5 teacher (\$48744.00 x .0765 = \$3728.92)-->FICA/SS" | | | |
| | 5100 | 231-Health and Hospitalization | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$6,825.00 |
| | | | Notes: "ES Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire supplemental Grade 3-5 teacher. Average salary for additional Grade 3-5 teacher.-->Health Insurance" | | | |
| | 5100 | 232-Life Insurance | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$123.00 |
| | | | Notes: "ES Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire supplemental Grade 3-5 teacher. Average salary for additional Grade 3-5 teacher.-->Life Insurance" | | | |
| | 5100 | 239-Other | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$170.00 |
| | | | Notes: "ES Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire supplemental Grade 3-5 teacher. Average salary for additional Grade 3-5 teacher.-->Dental Insurance" | | | |
| | 5100 | 240-Workers Compensation | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$682.42 |
| | | | Notes: "ES Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. Hire supplemental Grade 3-5 teacher. Average salary for additional Grade 3-5 teacher (\$48744.00 x .014 = \$682.42)-->Workers' Compensation" | | | |
| 5 | 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 |
| 6 | 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. | | | | \$0.00 |
| 7 | G2.B2.S2.A1 | Employ additional 4-5 teacher lost at 8 day count | | | | \$50,144.66 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 120-Classroom Teachers | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$36,810.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for current Grades 4-5 teacher (\$36810.00)-->Salary" | | | |
| | 5100 | 210-Retirement | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$2,915.35 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for current Grades 4-5 teacher (\$36810.00 x .0792 = \$2915.35)-->Retirement" | | | |
| | 5100 | 231-Health and Hospitalization | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$6,825.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for current Grades 4-5 teacher-->Health Insurance" | | | |

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|----------|--------------------|--|--|----------------|-----|--------------------|
| | 5100 | 232-Life Insurance | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$93.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for current Grades 4-5 teacher-->Life Insurance" | | | |
| | 5100 | 239-Other | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$170.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for current Grades 4-5 teacher -->Dental Insurance" | | | |
| | 5100 | 240-Workers Compensation | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$515.34 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for current Grades 4-5 teacher (\$36810.00 x .014 = \$515.34)-->Workers' Comp." | | | |
| | 5100 | 220-Social Security | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$2,815.97 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S2.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for current Grades 4-5 teacher (\$36810.00 x .0765 = \$2815.97)-->Soc. Security" | | | |
| 8 | G2.B2.S3.A1 | Employ two additional teacher assistants | | | | \$55,445.28 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 150-Aides | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$35,364.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S3.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for two supplementary aides (\$17682.00 x 2 = \$35364.00)-->Salary" | | | |
| | 5100 | 210-Retirement | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$2,800.83 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S3.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for two supplementary aides (\$17682.00 x 2 x .0792 = \$2800.83)-->Retirement" | | | |
| | 5100 | 220-Social Security | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$2,705.35 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S3.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for two supplementary aides (\$17682.00 x 2 x .0765 = \$2705.35)-->FICA/SS" | | | |
| | 5100 | 231-Health and Hospitalization | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$13,650.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S3.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for two supplementary aides-->Health Ins." | | | |
| | 5100 | 232-Life Insurance | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$90.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S3.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for two supplementary aides-->Life Ins." | | | |
| | 5100 | 239-Other | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$340.00 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S3.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for two supplementary aides-->Dental Ins." | | | |
| | 5100 | 240-Workers Compensation | 0551 - Warrington Elementary School | UniSIG | 1.0 | \$495.10 |
| | | | Notes: "ES Warrington SIP GOAL G2.B2.S3.A1. Correlated to DIAP GOAL G1.B5.S1.A1. for two supplementary aides (\$17682.00 x 2 x .014 = \$495.10)-->Workers' Comp." | | | |
| 9 | G2.B3.S1.A1 | Instructional Rounds Coaching Cycles Lesson Study | | | | \$0.00 |

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|--------|-------------|---|--------------|
| 10 | G2.B3.S2.A1 | PD/PLCs differentiated for teacher need | \$0.00 |
| Total: | | | \$170,856.91 |