

Escambia County School District

Warrington Preparatory Academy



2017-18 Schoolwide Improvement Plan

Warrington Preparatory Academy

450 S OLD CORRY FIELD RD, Pensacola, FL 32507

www.escambiaschools.org

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2016-17 Title I School</p> <p>Yes</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>78%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	D*	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 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 Preparatory Academy

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 Middle School believes all students can learn and be successful in middle school. Our purpose is to create a learning environment which will enable each student to understand that learning is a life long process. The faculty is committed to providing rigorous academic courses that challenge students in order to prepare them for high school, college and the workforce.

b. Provide the school's vision statement.

The vision of Warrington Middle School is to connect teachers and students with a systematic and comprehensive instructional environment that combines rigorous and relevant curriculum.

Innovative instructional practices serve as the catalyst in the transition from traditional learning to a student-centered, problem solving, project-driven approach that will carry students well into the next century.

2. School Environment

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

Culture of Achievement

The staff builds relationships with parents and families through parent phone calls, coaching nights, parent conferences, parent workshops and call outs.

Teachers establish relationships with students through data chats.

Teachers are asked to be involved with the new initiative "Each One, Reach One". Teachers and staff select lower quartile students to develop a relationship with. Staff members monitor academic and behavioral progress.

Teachers are asked to attend or sponsor at least one school event to develop a rapport with students. i.e. Attend basketball games, sponsor a Spanish club.

Parent coaching nights will be organized to assist parents with student academic needs. Coaching nights will help to build capacity as our teachers get to know parents.

Technology chromebook training sessions will be set up for parents during the school day and evening to assist them with becoming more familiar with the district's 20/20 vision.

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

School-wide expectations for safety and respect are established by the behavior leadership team. The behavior leadership team is comprised of administration, dean, teachers, behavior coach and guidance counselors. The expectations are discussed with teachers throughout the year. Students receive the information in school assemblies, during research classes, on CCTV, and through classroom instruction. .

The administrative staff and resource officer will be on CCTV throughout the year to discuss behavioral expectations and the school-wide PBS system.

Students can call the 800 Crime Stoppers number at any time to make anonymous calls if they feel threatened or see a crime taking place.

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.

The school-wide behavioral system is based on the Positive Behavior Support system. The PBS program is a systematic approach that helps the staff to establish school-wide expectations, a tiered model of supports for students, a problem solving process and to assist in creating a behavior reward system. The behavior leadership/PBS team is comprised of administrators, the dean, behavior coach, resource teacher, teachers, and counselors. This leadership team meets bi-weekly to discuss data, student expectations and appropriate behavior rewards.

Behavior data is collected each nine weeks to determine strategies for improvement.

Student rewards are based on attendance, behavior and academic achievement.

PBS training includes teachers, staff and bus drivers.

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.

The school ensures that the social-emotional needs of students are being met by establishing a referral process for all students.

The behavior coach and ESE Department chair assists all special education students with scheduling classes. When necessary, behavior plans are established to ensure that students receive proper interventions. The Positive Behavior Intervention Plan (PBIP) and Functional Behavior Assessments (FBA) are implemented to ensure appropriate student interventions are established and tracked.

Accommodations and 504 plans are created to assist students with academic, emotional and behavioral needs.

Teachers can submit referrals for students if they need social-emotional support to the following programs or services:

Guidance

Lakeview - Overlay counseling

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.

Warrington's Attendance Team, Behavior Leadership/PBIS Team, Math Consultant, Reading Consultant and ELA Consultant will meet monthly to monitor early warning indicators. A Plan of

Action will be developed for each student that exhibits either of the below indicators.

Early Warning Indicators:

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension (Attendance Team)
- One or more suspensions, whether in school or out of school (Behavior Leadership/PBIS Team)
- Course failure in English Language Arts or Mathematics (Math/Reading/ELA consultants, Admin)
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics(Math/Reading/ELA consultants, Admin)

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	0	0	0	0	0	49	51	37	0	0	0	0	137
One or more suspensions	0	0	0	0	0	0	37	94	84	0	0	0	0	215
Course failure in ELA or Math	0	0	0	0	0	0	112	48	76	0	0	0	0	236
Level 1 on statewide assessment	0	0	0	0	0	0	136	134	115	0	0	0	0	385

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	0	0	0	0	0	113	100	97	0	0	0	0	310

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

The school will administer the STAR 360 Progress Monitoring tool to all students in Reading and Math. Level 1 and 2 reading and math students will be grouped. Strategies and interventions will be implemented for each level 1 and 2 student. Interventions may include small group instruction, tutoring, mentor support and differentiation.

STAR data will be used quarterly and common assessments will be used every 4 to 6 weeks to target students who are having difficulty with math and or reading. Teachers will conduct data chats with students and determine strategies for improvement. Additionally level 1 students will be set up with a mentor to provide ongoing support.

Turnaround Solutions and the administration team will work closely with teachers to discuss student data and provide instructional strategies and best practices for teaching lower achieving students.

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/424903>.

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 Middle School will build and sustain partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement by Identifying areas in which the community (businesses, social services and governmental agencies, colleges and universities, civic groups or parents) can support the academic needs of your school and students as related to our school improvement plan. Warrington Middle will also host a job fair with participation from it's community partners. In addition, a comprehensive mentor and volunteer program will be established to support students' academic, social, and emotional growth.

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
Lipnick, Regina	Principal
Thomas, Derrick	Assistant Principal
Young, James	Instructional Coach
Nolte, Amanda	Instructional Coach
Franklin, Bakari	Dean
Berrien, Youmone	Instructional Coach
Wiggins, Sharde	Teacher, K-12
Floyd, Daryl	Administrative Support
Robinson, Alexia	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.

The leadership team is comprised of Warrington administration, teachers and the Turnaround Solutions consulting firm. The leadership team will use the planning and problem solving process to develop the SIP. The team will review school data to develop instructional strategies. The team will use benchmark data from the FSA, STAR 360, common assessments and subject area exams to monitor school-wide, grade level, and classroom data. The data will be used to identify students who

are mastering benchmark assessments and those who are at high risk of not mastering the benchmarks.

Warrington Middle continues to build leadership capacity by involving teachers in leadership roles and activities. Teacher leaders work as team leaders throughout the school. The teacher leaders coordinator efforts amongst teachers in their hall and department to work collaboratively on duty assignments and instructional strategies. Teacher leaders are involved in monthly meetings to discuss current curriculum decisions within the school as well as events that are happening district wide. In these meetings school information is reported out and feedback is gathered. In addition, teacher leaders are given opportunities to attend district leadership events where they can continue to grow their leadership skills.

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 process begins with individual weekly team meetings. During these meetings, the academic performance, attendance and behavior concerns of students will be identified and discussed. Data will be presented to validate these concerns. The team will analyze and discuss the data. Team and department leaders will discuss strategies to address the needs of individual students or groups of students who need interventions. If a student or group of students continue to struggle after interventions have been implemented to fidelity, the team/dept. leader will convey the concern to the MTSS/RtI leadership team.

The leadership team will analyze the data and examine the strategies previously utilized by the team. The leadership team will problem solve to identify the behavior and begin utilizing the resources at the school to intervene. An example would be that the behavioral coach or instructional coaches are consulted to determine a more appropriate intervention.

Title I, Part A

The total Title I funds allocated for the 2017-2018 school year are \$237,135. The amount of \$136,867 was budgeted for the consulting firm Turnaround Solutions. The amount of \$ 66,338 was budgeted for a resource teacher. The remainder of the funds will be used for:

Parental Involvement \$2,945

Technology Coordinator \$30,985

Title 1, Part C - Migrant

Services for migrant children are provided by the district level Title I office. We have determined that there are two Migrant students at Warrington Middle School. We are providing the following services as itinerant bilingual instructors, remediation as needed, and counseling services as needed.

Title I, Part D

Services for neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title I office. Our school does not serve Title I, Part D students.

Title II

Professional development is offered at both the school and district level. This year Title II funds have been cut drastically.

Title III

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-

based sites attend their zoned school where ESOL endorsed teachers provide services. All reading and language arts teachers who serve ELL identified students have the ESOL endorsement or will work on their endorsement this year. Our school is not an ESOL center.

Title X - Homeless

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Warrington Middle School we have worked with partners in the community and the PTSA to provide additional assistance for students and their families.

Supplemental Academic Instruction (SAI)

SAI funding is as follows. The amount of \$24,401 is allocated for classroom supplies, resources, software, technology and professional development.

Violence Prevention Programs

The school offers a non-violence and anti-drug/tobacco program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan and PBIS program, we provide training for faculty, staff, and students regarding bullying and classroom management. In addition, our district has launch the "Bullying" Reporting website where bullies may be reported anonymously.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Success Academy

The Success Academy offers a computerized program to students in middle school who are overage. High school courses are offered to students once the middle school courses are completed.

Phoenix Program

This program is offered through George Stone and is designed for overage students (16 year olds) who will not receive a traditional diploma in high school but are working towards a GED.

VPK

Voluntary Pre-K (VPK) is offered at elementary schools throughout the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola Stage College also provides programs for adults over 16 years of age.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michelle Salzman	Business/Community
Regina Lipnick	Principal
Derrick Thomas	Education Support Employee
Carol Woods	Education Support Employee
Melanie Bradley	Parent
Tyneisha Dawsey	Parent
Mary Wilson	Parent
Natasha Fountain	Parent
Callie Jones	Parent
Ellen McNeal	Parent
Rosa Pescador	Parent
Dr. James Young	Education Support Employee
Wanda Baker	Education Support Employee

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

We will continue to build on the parent involvement component as well as integrate more rigorous, engaging curriculum. Parent coaching nights as well as chromebook training sessions will continue so that students can receive academic assistance at home. In addition, we will continue to update our behavior plan and look at current PBIS data each nine weeks to implement strategies that will address current behaviors. We will continue to add mentors to ensure that resources from the community are being utilized for student support. The consulting firm Turnaround solutions will be assisting with all aspects of the school.

b. Development of this school improvement plan

The SIP is considered a "work in progress", therefore during the first SAC meeting to be held in September, 2017, members will be given the opportunity to review the current plan and make recommendations to modify any parts of the plan.

In addition, the consulting firm Turnaround Solutions will be involved in every aspect of the school improvement plan. They will provide input throughout the year and be involved in coordinating parent nights, mentoring opportunities, the development of the school-wide behavior plan and rigorous curriculum.

c. Preparation of the school's annual budget and plan

The consulting firm Turnaround Solutions has been hired for the 2017-2018 school year to help supplement instruction. Funding for Turnaround Solutions is provided through Title 1 funds. As discussed in the school advisory committee meeting the remainder of funds will be used for a technology coordinator, resource teacher and parent involvement.

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

The school improvement funds that were allocated last year were used for bus transportation for students (Field trips, \$1,000)

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
Lipnick, Regina	Principal
Thomas, Derrick	Assistant Principal
Farmer, Romelle	Teacher, K-12
Robinson, Alexia	Instructional Coach
Berrien, Youmone	Instructional Coach

b. Duties

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

The major initiative of the Literacy Team is to build a community of readers by improving reading and proficiency gains through the following literacy projects:

1. Cross Curricular Novel Study
2. School-wide Close Reading Strategy Implementation
3. Parent Academic Connections (PAC) Nights to promote literacy in reading, math, and science.

Members of the Literacy Leadership Team engage in monthly planning and data disaggregation sessions in which current school assessment data regarding reading, science, and math literacy are analyzed. The LLT then revisits and evaluates the efficacy of current initiatives, and provides suggestions for adjustments and/or alternative literacy projects.

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.

Training will be provided for teachers to work collaboratively on teams and within departments. Teams will meet bi-weekly to discuss strategies and plan activities for students.

Experienced new teachers will receive assistance from veteran teachers.

New teachers will be mentored through the START program.

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

Hire NCLB highly qualified teachers. Open positions are advertised in the months of May, June and July. Interviews are conducted after posting positions. Teachers with the appropriate certification and considered highly qualified are interviewed.

The school administrators will go on recruiting trips to local colleges to recruit new applicants.

The administrative team will work with Human Resources and Dr. Torrence the district recruiter to identify candidates for hire.

A hiring fair is offered through the district each May to recruit applicants within the district.

Teachers who are experienced and new to the building will work with veteran teachers.

Beginning teachers will work with the START program. Consulting teachers will be provided for teachers that are new to teaching.

Administration will "Round" with new teachers each nine weeks to determine needs.

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

The mentoring program will include pairing new teachers with consulting teachers in the START program.

In addition, the consulting firm Turnaround Solutions will be working with new and veteran teachers to develop lesson plans and behavior strategies.

Language arts, reading and social studies teachers will work with Alexia Robinson and Youmone Berrien the consultants from turnaround solutions for all academic, behavioral and professional development needs.

Science teachers will work with Dr. Young of turnaround solutions for all academic, behavioral and professional development needs.

Math teachers will work with Amanda Nolte the consultant from turnaround solutions for all academic, behavioral and professional development needs.

A veteran teacher is assigned to be in charge of every hall so that new teachers are aware of the school-wide procedures and rules.

Professional Learning Communities meet before school every week. Professional development is conducted once a month during teacher planning periods. Rounding with teacher leaders and new teachers occurs each month to determine needs.

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 Middle School uses the English Language Arts and Mathematics instructional resources adopted by the Escambia County School District; these resources are aligned to the newly adopted Florida Standards for Language arts and Math. Science and Social Studies teachers utilize resources that are aligned to the NGSS standards for their subject area. Math, ELA and reading teachers work with the instructional coaches on a regular basis to receive professional development regarding the Florida Standards and participate in unpacking standards, analyzing item specifications, and creating aligned learning and assessment opportunities for students.

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.

Warrington Middle School uses the 2016-2017 FSA Test data to strategically place students in Advanced, Intensive, and Standard leveled classes based on Reading, Science and Math Scale Scores. Core curriculum resources include integrated opportunities for differentiation and teachers receive job-embedded professional development from instructional coaches to assist in the implementation of these strategies. Based on historical data, students who have struggled to achieve proficiency have been placed in Intensive Reading classes with a Reading Endorsed Instructor. The lowest 25% of reading students receive additional support through the following avenues. The bottom quartile students in 6th and 7th grade have been placed in Read 180 which features a flexible rotation model designed to help teachers address students at all levels of intervention. Read 180's Multi-Tiered Systems of Supports (MTSS) approach is a systematic framework for allocating instructional services and resources in response to students' individual academic and behavioral needs. Current 8th grade students who scored an achievement level of 1 or 2 on the 2017 FSA Reading receive intensive reading support through TeenBiz 3000, which is designed to provide differentiated Tier II and III intensive support in reading comprehension, writing, vocabulary, fluency, and foundational skills based on students' individual Lexile levels. Lexile achievement levels are closely monitored and adjusted throughout the year based on most current student data. All bottom quartile reading students school-wide receive supplemental instruction through research classes during which reading and ELA teachers provide instruction designed specifically to target deficiencies identified through on-going common assessment data. Finally, students who need additional support despite other interventions in place are targeted for pull-out groups with the instructional coach.

The lowest 25% of math students receive additional support through several avenues to ensure a minimum of one year's learning gains as defined by FLDOE for each student. First, the majority of sixth and seventh grade bottom quartile students are taking their core math class with a teacher who has an ESE certification, allowing the teacher to provide additional accommodations as needed for all bottom quartile students. These specialized classes allow added support in order to bridge the gap between elementary and middle school. Second, all bottom quartile students school-wide receive supplemental instruction through research classes during which math teachers provide instruction designed specifically to target deficiencies identified through on-going common assessment data. Third, bottom quartile students worked one-on-one with teachers to create rigorous individual goals which represent at least one year's growth while also being attainable. Students experience success often when updating their individual data folders with standard-based common assessment data and are invested in their goals because they are realistic, rather than just an expectation of proficiency. Finally, bottom quartile students who need additional support despite other interventions in place are targeted for pull-out groups with the instructional coach.

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: 4,500

School start time is 9:05 rather than 9:30 to provide additional instructional time of 25 minutes per day

Strategy Rationale

The additional 25 minutes will be used for research classes that offer intensive remediation in the areas of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lipnick, Regina, rlipnick@ecsdfl.us

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

District Star360 Assessments will be administered every 9 weeks. Turnaround Solutions will meet with teachers to disseminate data, show teachers how to mine through data and assist teachers with developing strategies for weak instructional areas. Additionally, to close instructional gaps common assessments will be provided by Turnaround Solutions and administered each nine weeks.

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.

Incoming 6th graders and new students are invited to attend an orientation before school starts. The orientation includes a welcome from school leadership, meeting the teachers, and an overview of school policies and procedures. Students will also meet their homeroom instructors and be given a tour of the school.

Eighth graders will learn about high school through guest speakers and district representatives. Eighth graders will meet with representatives from their respective high schools in their 8th grade year to discuss schedules and academy opportunities. Eighth graders will also participate in a career fair during the fall of their 8th grade year to become familiar with career opportunities. Guidance counselors will assist students registering for high school academic courses and electives. .

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.

Representatives from each high school speak to 8th grade students about high school courses, academies and workforce opportunities. Students are given the opportunity to obtain information about the various careers and academies offered in the District.

The NFA-ACE Flight Academy serves seventh and eight grade students. The program provides students with an opportunity to solve problems in an immersive, game-based learning environment applying the fundamentals of STEM. Students are in the program for two years.

All students participate in a school-wide career fair during the fall to become familiar with career opportunities. Fifty plus vendors from Pensacola set up booths to showcase their business and career. Students select three high interest businesses to visit and interview vendors.

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

The Internet Business Associate's (IBA) program serves students in eighth grade. The program centers around information technology. It teaches students how to be responsible on the internet and about different IT job roles. Students will have the opportunity to test and receive online high school credit and a certificate in Internet Business Associates.

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.

Points of Strength:

Strong Leadership Team
Low Teacher Turnover
PBIS
Turnaround Solutions

Areas of Need:

Professional Development

Classroom Management
Increase Family Involvement

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.

Several teachers with less than 3 years experience.
Teacher inexperience with Florida Standards.
Limited Family Involvement.
High percentage of incoming students not proficient.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the percentage of students receiving multiple referrals.

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), 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. Decrease the percentage of students receiving multiple referrals. 1a

G098283

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	1.0

Targeted Barriers to Achieving the Goal 3

- Inexperienced teachers
- Lack of family support

Resources Available to Help Reduce or Eliminate the Barriers 2

- Mentors
- PBIS Team
- Incentives

Plan to Monitor Progress Toward G1. 8

Referral data

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Referral data will be analyzed quarterly to determine the number of referrals written, where the offense occurred, what time the offense occurred, and who wrote the referral

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

G098284

Targets Supported 1b

Indicator	Annual Target
Science Achievement District Assessment	40.0
Math Achievement District Assessment	33.0
ELA Achievement District Assessment	33.0

Targeted Barriers to Achieving the Goal 3

- High percentage of novice teachers
- Lack of rigorous and engaging instruction
- Teacher inexperience with Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Science World Magazine
- The Problem Solver Series
- HMH Collections
- Junior Great Books
- Go Math 6-8
- Pearson Algebra 1
- Interactive Notebooks
- Math Design Collaborative Formative Assessment Lessons
- READ 180 Resources
- STAR 360 Resources
- Achieve 3000
- CommonLit

Plan to Monitor Progress Toward G2. 8

Star 360, Edulastic and Common Assessments

Person Responsible

Regina Lipnick

Schedule

Every 6 Weeks, from 8/10/2017 to 6/1/2018

Evidence of Completion

Star 360, Edulastic and common assessments will be analysed after each administration

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Decrease the percentage of students receiving multiple referrals. **1**

 G098283

G1.B1 Inexperienced teachers **2**

 B264403

G1.B1.S1 Provide behavior management professional development **4**

 S280077

Strategy Rationale

Teachers will develop effective strategies to positively manage student behavior.

Action Step 1 **5**

Mine through PBS data to determine professional development needs related to management of student behavior.

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

PBS data

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

Leadership team will conduct classroom walk-throughs to determine if teachers are implementing strategies from professional development.

Person Responsible

Derrick Thomas

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Walk-Through Data

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

Referral data per teacher, student, location, and time of day.

Person Responsible

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Referral data extracted from focus

G1.B1.S2 provide Ripple Effect Software for all teachers. 4

S280078

Strategy Rationale

Provide teachers greater support to reduce discipline referrals.

Action Step 1 5

Purchase Ripple Effect Software

Person Responsible

Schedule

Evidence of Completion

Skywad budgeting receipts.

G1.B2 Lack of family support 2

B264404

G1.B2.S1 Offer Parent activity events throughout the year. i.e. chromebook training sessions for parents throughout the year. 4

S280079

Strategy Rationale

Each student will be receiving a chromebook this year. Parents will then have access to technology and be more interested in assisting their child with academics.

Action Step 1 5

Turnaround Solutions and the resource teacher will offer parent activity nights.

Person Responsible

Youmone Berrien

Schedule

Semiannually, from 10/11/2017 to 3/20/2018

Evidence of Completion

Sign in sheets, Agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Turnaround will conduct parent nights and monitor progress for each event.

Person Responsible

Youmone Berrien

Schedule

Semiannually, from 10/2/2017 to 3/5/2018

Evidence of Completion

Survey parents after each event

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

A parent survey will be given after each event to determine effectiveness

Person Responsible

Youmone Berrien

Schedule

Semiannually, from 10/2/2017 to 3/30/2018

Evidence of Completion

Parent survey collected after each event.

G1.B2.S2 When parent conferences are scheduled offer chromebook/technology assistants to parents. i.e. Checking their child's grades and attendance. 4

S280080

Strategy Rationale

Offering to assist parents with technology needs in parent conferences can bridge the gap with parent involvement.

Action Step 1 5

Offer technology events for parents throughout the year

Person Responsible

Romelle Farmer

Schedule

Semiannually, from 8/21/2017 to 5/1/2018

Evidence of Completion

Sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

The chromebook coordinator will monitor progress of parent participation

Person Responsible

Romelle Farmer

Schedule

Semiannually, from 9/7/2017 to 5/1/2018

Evidence of Completion

The chromebook coordinator will determine participation by keeping up with the number of parents who attend each event.

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

The number of parents involved will determine the effectiveness of the implementation.

Person Responsible

Romelle Farmer

Schedule

Semiannually, from 9/7/2017 to 3/30/2018

Evidence of Completion

The chromebook coordinator will collect participation data.

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

G098284

G2.B1 High percentage of novice teachers 2

B264405

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

S280081

Strategy Rationale

The additional support will improve teachers' instructional capacity and confidence.

Action Step 1 5

Each new teacher and teacher in need of improvement will be assigned a turnaround consultant to mentor them in addition to district support.

Person Responsible

Regina Lipnick

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Coaches will conduct professional learning communities to monitor the fidelity of implementation.

Person Responsible

Amanda Nolte

Schedule

Weekly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Leadership will review the minutes and notes of the professional learning communities.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Leadership will conduct classroom walk-throughs for each content area teacher.

Person Responsible

Regina Lipnick

Schedule

Weekly, from 8/3/2017 to 5/23/2018

Evidence of Completion

Notes from classroom walk-throughs and teachers feedback.

G2.B2 Lack of rigorous and engaging instruction **2**

 B264406

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

 S280082

Strategy Rationale

Professional development will equip teachers with a variety of strategies to encourage active student engagement, as well as provide teachers the tools to incorporate critical thinking activities in their daily lesson plans.

Action Step 1 **5**

Conduct a Needs Assessment to determine professional development needs related to planning and instruction

Person Responsible

Amanda Nolte

Schedule

Semiannually, from 8/10/2017 to 6/1/2018

Evidence of Completion

Needs Assessment Survey

Action Step 2 **5**

Design and Deliver professional development to address identified areas of growth

Person Responsible

Amanda Nolte

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Professional Development Agendas and Sign In Professional Development Plans Materials and resources used in professional development

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

Classroom observations and walkthroughs

Person Responsible

Amanda Nolte

Schedule

Weekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Observation logs

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

Summative and Formative Assessment Data

Person Responsible

Amanda Nolte

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Discovery Education Assessment Data Formative Assessment Data

G2.B3 Teacher inexperience with Florida Standards **2**

 B264407

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

 S280083

Strategy Rationale

Teachers will be able lead students to mastery when they are familiar with the expectations for student mastery of the new state standards.

Action Step 1 **5**

Math, Reading and ELA Professional Development.

Person Responsible

Amanda Nolte

Schedule

Monthly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Agendas and Sign In sheets

Action Step 2 **5**

Provide Instructional material for Reading, ELA, Science, Math, and Social Studies Classes

Person Responsible

Amanda Nolte

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Benchmark aligned assessments

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

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

Person Responsible

Regina Lipnick

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Observations by school leadership

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

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

Person Responsible

Amanda Nolte

Schedule

Biweekly, from 8/10/2017 to 6/1/2018

Evidence of Completion

Results from teacher created assessments

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.S2.A1 A377625	Purchase Ripple Effect Software		9/25/2017	Skywad budgeting receipts.	No End Date one-time
G1.B2.S1.MA1 M408699	Turnaround will conduct parent nights and monitor progress for each event.	Berrien, Youmone	10/2/2017	Survey parents after each event	3/5/2018 semiannually
G1.B2.S1.A1 A377626	Turnaround Solutions and the resource teacher will offer parent activity nights.	Berrien, Youmone	10/11/2017	Sign in sheets, Agendas	3/20/2018 semiannually
G1.B2.S1.MA1 M408698	A parent survey will be given after each event to determine effectiveness	Berrien, Youmone	10/2/2017	Parent survey collected after each event.	3/30/2018 semiannually
G1.B2.S2.MA1 M408700	The number of parents involved will determine the effectiveness of the implementation.	Farmer, Romelle	9/7/2017	The chromebook coordinator will collect participation data.	3/30/2018 semiannually
G1.B2.S2.MA1 M408701	The chromebook coordinator will monitor progress of parent participation	Farmer, Romelle	9/7/2017	The chromebook coordinator will determine participation by keeping up with the number of parents who attend each event.	5/1/2018 semiannually
G1.B2.S2.A1 A377627	Offer technology events for parents throughout the year	Farmer, Romelle	8/21/2017	Sign in sheets	5/1/2018 semiannually
G2.B1.S1.MA1 M408703	Leadership will conduct classroom walk-throughs for each content area teacher.	Lipnick, Regina	8/3/2017	Notes from classroom walk-throughs and teachers feedback.	5/23/2018 weekly
G2.B1.S1.MA1 M408704	Coaches will conduct professional learning communities to monitor the fidelity of implementation.	Nolte, Amanda	8/3/2017	Leadership will review the minutes and notes of the professional learning communities.	5/23/2018 weekly
G1.MA1 M408702	Referral data		8/10/2017	Referral data will be analyzed quarterly to determine the number of referrals written, where the offense occurred, what time the offense occurred, and who wrote the referral	6/1/2018 quarterly
G2.MA1 M408709	Star 360, Edulastic and Common Assessments	Lipnick, Regina	8/10/2017	Star 360, Edulastic and common assessments will be analysed after each administration	6/1/2018 every-6-weeks
G1.B1.S1.MA1 M408696	Referral data per teacher, student, location, and time of day.		8/10/2017	Referral data extracted from focus	6/1/2018 quarterly
G1.B1.S1.MA1 M408697	Leadership team will conduct classroom walk-throughs to determine if teachers are implementing...	Thomas, Derrick	8/10/2017	Walk-Through Data	6/1/2018 biweekly
G1.B1.S1.A1 A377624	Mine through PBS data to determine professional development needs related to management of student...		8/10/2017	PBS data	6/1/2018 quarterly
G2.B1.S1.A1 A377628	Each new teacher and teacher in need of improvement will be assigned a turnaround consultant to...	Lipnick, Regina	8/10/2017	Professional Learning Communities; agendas, notes, and sign-in	6/1/2018 weekly
G2.B2.S1.MA1 M408705	Summative and Formative Assessment Data	Nolte, Amanda	8/10/2017	Discovery Education Assessment Data Formative Assessment Data	6/1/2018 quarterly
G2.B2.S1.MA1 M408706	Classroom observations and walkthroughs	Nolte, Amanda	8/10/2017	Observation logs	6/1/2018 weekly
G2.B2.S1.A1 A377629	Conduct a Needs Assessment to determine professional development needs related to planning and...	Nolte, Amanda	8/10/2017	Needs Assessment Survey	6/1/2018 semiannually
G2.B2.S1.A2 A377630	Design and Deliver professional development to address identified areas of growth	Nolte, Amanda	8/10/2017	Professional Development Agendas and Sign In Professional Development	6/1/2018 weekly

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Warrington Preparatory Academy

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Plans Materials and resources used in professional development	
G2.B3.S1.MA1  M408707	Teachers and coaches will analyze data collected through administration of standards-aligned...	Nolte, Amanda	8/10/2017	Results from teacher created assessments	6/1/2018 biweekly
G2.B3.S1.MA1  M408708	School leadership will attend professional learning communities and/or debrief with coaches	Lipnick, Regina	8/10/2017	Observations by school leadership	6/1/2018 biweekly
G2.B3.S1.A1  A377631	Math, Reading and ELA Professional Development.	Nolte, Amanda	8/10/2017	Agendas and Sign In sheets	6/1/2018 monthly
G2.B3.S1.A2  A377632	Provide Instructional material for Reading, ELA, Science, Math, and Social Studies Classes	Nolte, Amanda	8/10/2017	Benchmark aligned assessments	6/1/2018 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Decrease the percentage of students receiving multiple referrals.

G1.B1 Inexperienced teachers

G1.B1.S1 Provide behavior management professional development

PD Opportunity 1

Mine through PBS data to determine professional development needs related to management of student behavior.

Facilitator

Darryl Floyd, Romelle Farmer and Bakari Franklin

Participants

Teachers and assistants

Schedule

Quarterly, from 8/10/2017 to 6/1/2018

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

G2.B1 High percentage of novice teachers

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

PD Opportunity 1

Each new teacher and teacher in need of improvement will be assigned a turnaround consultant to mentor them in addition to district support.

Facilitator

Turnaround Solutions

Participants

All teachers

Schedule

Weekly, from 8/10/2017 to 6/1/2018

G2.B2 Lack of rigorous and engaging instruction

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

PD Opportunity 1

Design and Deliver professional development to address identified areas of growth

Facilitator

Amanda Nolte Ashlyn Martin Youmone Berrien

Participants

Teachers

Schedule

Weekly, from 8/10/2017 to 6/1/2018

G2.B3 Teacher inexperience with Florida Standards

G2.B3.S1 Familiarize teachers with new Florida Standards

PD Opportunity 1

Math, Reading and ELA Professional Development.

Facilitator

Turnaround Consultants

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 6/1/2018

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	Mine through PBS data to determine professional development needs related to management of student behavior.				\$3,399.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0561 - Warrington Preparatory Academy	School Improvement Funds		\$3,399.00
			<i>Notes: SIP funds used for PBIS Incentives, Fieldtrips, and rewards for teachers and students.</i>			
2	G1.B1.S2.A1	Purchase Ripple Effect Software				\$15,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	692-Computer Software Non-Capitalized	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$15,000.00
			<i>Notes: "MS Warrington SIP GOAL G1.B1.S2.A1. Correlated to DIAP GOAL G1.B3.S2.A1. Ripple Effect Software for student discipline-- This software is a subscription-based program for students to utilize. It helps them identify their at-risk behaviors, and provides them with the training and skills to understand the reasons behind their actions and modify their behaviors, thus increasing time on task and student achievement.1 site license x \$15000.00"</i>			
3	G1.B2.S1.A1	Turnaround Solutions and the resource teacher will offer parent activity nights.				\$0.00
4	G1.B2.S2.A1	Offer technology events for parents throughout the year				\$0.00
5	G2.B1.S1.A1	Each new teacher and teacher in need of improvement will be assigned a turnaround consultant to mentor them in addition to district support.				\$77,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	310-Professional and Technical Services	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$77,000.00
			<i>Notes: "MS Warrington SIP GOAL G2.B1.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A1. Turnaround Solutions Consulting--1 contracted service x \$77,000.00"</i>			
6	G2.B2.S1.A1	Conduct a Needs Assessment to determine professional development needs related to planning and instruction				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100		0561 - Warrington Preparatory Academy	UniSIG	1.0	\$0.00
	5100		0561 - Warrington Preparatory Academy	UniSIG	1.0	\$0.00
7	G2.B2.S1.A2	Design and Deliver professional development to address identified areas of growth				\$70,182.00

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	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$30,000.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for tutoring outside of contracted work day, Extra Pay (ECSD object 129) (\$15/hour x 40 hours x 50 teachers = \$30,000)-->Salaries"</i>			
	5100	210-Retirement	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$2,376.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for tutoring outside of contracted work day, Extra Pay (\$15/hour x 40 hours x 50 teachers x .0792 = \$2376.00)-->Retirement"</i>			
	5100	220-Social Security	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$2,295.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for tutoring outside of contracted work day, Extra Pay (\$15/hour x 40 hours x 50 teachers x .0765 = \$2295.00)-->Social Security"</i>			
	5100	240-Workers Compensation	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$420.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for tutoring outside of contracted work day, Extra Pay (\$15/hour x 40 hours x 50 teachers x .014 = \$420.00)-->Workers' Compensation"</i>			
	6400	120-Classroom Teachers	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$30,000.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for training outside of contracted work day, Extra Pay (ECSD object 129) Training Topics - Lesson Planning â€œ Remediation-Differentiation-Data Analysis-Creating Mini Assessments- Student Work Analysis (\$15/hour x 40 hours x 50 teachers = \$30,000)-->Salaries"</i>			
	6400	210-Retirement	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$2,376.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for training outside of contracted work day, Extra Pay Training Topics - Lesson Planning â€œ Remediation-Differentiation-Data Analysis-Creating Mini Assessments- Student Work Analysis (\$15/hour x 40 hours x 50 teachers x .0792 = \$2376.00)-->Retirement"</i>			
	6400	220-Social Security	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$2,295.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for training outside of contracted work day, Extra Pay Training Topics - Lesson Planning â€œ Remediation-Differentiation-Data Analysis-Creating Mini Assessments- Student Work Analysis (\$15/hour x 40 hours x 50 teachers x .0765 = \$2295.00)-->Social Security"</i>			
	6400	240-Workers Compensation	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$420.00
			<i>Notes: "MS Warrington SIP GOAL G2.B2.S1.A2. Correlated to DIAP GOAL G1.B6.S1.A1. Teacher Stipend for training outside of contracted work day, Extra Pay Training Topics - Lesson Planning â€œ Remediation-Differentiation-Data Analysis-Creating Mini Assessments- Student Work Analysis (\$15/hour x 40 hours x 50 teachers x .014 = \$420.00)-->Workers' Compensation"</i>			
8	G2.B3.S1.A1	Math, Reading and ELA Professional Development.				\$25,648.56
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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Warrington Preparatory Academy

	6400	750-Other Personal Services	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$11,760.00
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. 2 Supplemental Daily Substitute Teachers will allow teachers to receive PD whilst subs cover their classrooms (\$80/day x 1 substitute teachers x 147 days = \$11760.00)-->(ECSD Object 753)-->Salary"			
	6400	220-Social Security	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$899.64
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. 2 Supplemental Daily Substitute Teachers will allow teachers to receive PD whilst subs cover their classrooms (\$80/day x 1 substitute teachers x 147 days x .0765 = \$899.64)-->Soc. Security"			
	6400	240-Workers Compensation	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$164.64
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G2.B1.S1.A4. 2 Supplemental Daily Substitute Teachers will allow teachers to receive PD whilst subs cover their classrooms (\$80/day x 1 substitute teachers x 147 days x .014 = \$164.64)-->Workers' Comp."			
	5100	750-Other Personal Services	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$11,760.00
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. 2 Supplemental Daily Substitute Teachers will work with small groups during the day (\$80/day x 1 substitute teachers x 147 days = \$11760.00)-->(ECSD Object 753)-->Salary"			
	5100	220-Social Security	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$899.64
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. 2 Supplemental Daily Substitute Teachers will work with small groups during the day (\$80/day x 1 substitute teachers x 147 days x .0765 = \$899.64)-->Soc. Security"			
	5100	240-Workers Compensation	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$164.64
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A1. Correlated to DIAP GOAL G1.B6.S1.A1. 2 Supplemental Daily Substitute Teachers will work with small groups during the day (\$80/day x 1 substitute teachers x 147 days x .014 = \$164.64)-->Workers' Comp."			
9	G2.B3.S1.A2	Provide Instructional material for Reading, ELA, Science, Math, and Social Studies Classes				\$61,785.55
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	692-Computer Software Non-Capitalized	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$30,000.00
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. Flocabulary, Brain Pop, Achieve 3000, Read 180 Universal Edition software subscriptions/licenses-->\$30,000"			
	5100	510-Supplies	0561 - Warrington Preparatory Academy	UniSIG	1.0	\$31,785.55
			Notes: "MS Warrington SIP GOAL G2.B3.S1.A2. Correlated to DIAP GOAL G2.B4.S1.A1. Classroom Libraries, Novels, USA Test Prep, Math Manipulatives, Reading Manipulatives-->\$31785.55"			
					Total:	\$253,015.11