

Escambia County School District

Warrington Elementary School



2019-20 Schoolwide Improvement Plan

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Warrington Elementary School

220 N NAVY BLVD, Pensacola, FL 32507

www.escambiaschools.org

Demographics

Principal: Timothy Rose S

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: D (38%) 2017-18: D (37%) 2016-17: F (31%) 2015-16: F (28%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

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

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	D	F	F

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Provide an environment that creates opportunities for all students to achieve their highest potential while building a foundation that will allow all students to be life-long learners. Our mission statement supports our school's message: Better and Brighter Every Day.

Provide the school's vision statement.

Warrington Elementary stands out in the community simply due to its location on Navy Boulevard. Our vision is that we would also stand out in our community as a positive and well respected learning environment that supports our students, families, and the community at large.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Rose, Timothy	Principal	Oversee all functions of the school in an effort to create a culture of learning for all students.
Harris, Angie	Assistant Principal	Support the principal in the overall functions of the school.
Harvey-Thomas, Sylvia	Other	Support the school's behavior management plan by educating students, faculty, and staff in Positive Behavior Support strategies, and working with the PBIS team to coordinate school wide expectations and rewards/incentives for adherence to those expectations.
Sides, Paula	Other	As the Reading Intervention Teacher, Ms. Sides works primarily with low performing students in the area of reading.
Sanderson, Teresa	Teacher, K-12	Serves as a representative for all K-5 teachers in communicating the expectations of the leadership team as well as the needs/requests of the faculty.
Jason, Sarah	Other	Represents ESE teachers, both self-contained and inclusion, in communicating the expectations of the leadership team as well as the needs/requests of the faculty.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	50	47	46	70	47	40	0	0	0	0	0	0	0	300
Attendance below 90 percent	19	38	21	29	22	19	0	0	0	0	0	0	0	148
One or more suspensions	1	6	5	15	8	12	0	0	0	0	0	0	0	47
Course failure in ELA or Math	0	12	3	16	9	4	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	16	29	29	0	0	0	0	0	0	0	74

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	9	6	20	19	19	0	0	0	0	0	0	0	74

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	13	2	16	1	0	0	0	0	0	0	0	0	34
Students retained two or more times	0	0	0	5	6	5	0	0	0	0	0	0	0	16

FTE units allocated to school (total number of teacher units)

22

Date this data was collected or last updated

Thursday 8/1/2019

Prior Year - As Reported

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	11	28	20	32	17	14	0	0	0	0	0	0	0	122
One or more suspensions	1	11	14	14	8	5	0	0	0	0	0	0	0	53
Course failure in ELA or Math	0	1	3	18	6	5	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	12	14	16	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	9	19	12	11	0	0	0	0	0	0	0	56

Prior Year - Updated

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	11	28	20	32	17	14	0	0	0	0	0	0	0	122
One or more suspensions	1	11	14	14	8	5	0	0	0	0	0	0	0	53
Course failure in ELA or Math	0	1	3	18	6	5	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	12	14	16	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	5	9	19	12	11	0	0	0	0	0	0	0	56

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	27%	53%	57%	26%	50%	55%
ELA Learning Gains	40%	55%	58%	27%	51%	57%
ELA Lowest 25th Percentile	45%	52%	53%	27%	43%	52%
Math Achievement	32%	57%	63%	28%	53%	61%
Math Learning Gains	40%	60%	62%	44%	53%	61%
Math Lowest 25th Percentile	42%	52%	51%	50%	45%	51%
Science Achievement	39%	54%	53%	13%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	50 (0)	47 (0)	46 (0)	70 (0)	47 (0)	40 (0)	300 (0)
Attendance below 90 percent	19 (11)	38 (28)	21 (20)	29 (32)	22 (17)	19 (14)	148 (122)
One or more suspensions	1 (1)	6 (11)	5 (14)	15 (14)	8 (8)	12 (5)	47 (53)
Course failure in ELA or Math	0 (0)	12 (1)	3 (3)	16 (18)	9 (6)	4 (5)	44 (33)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	16 (12)	29 (14)	29 (16)	74 (42)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	34%	56%	-22%	58%	-24%
	2018	19%	52%	-33%	57%	-38%
Same Grade Comparison		15%				
Cohort Comparison						
04	2019	20%	52%	-32%	58%	-38%
	2018	20%	51%	-31%	56%	-36%
Same Grade Comparison		0%				
Cohort Comparison		1%				
05	2019	26%	51%	-25%	56%	-30%
	2018	29%	44%	-15%	55%	-26%
Same Grade Comparison		-3%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	30%	55%	-25%	62%	-32%
	2018	36%	54%	-18%	62%	-26%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	29%	58%	-29%	64%	-35%
	2018	49%	58%	-9%	62%	-13%
Same Grade Comparison		-20%				
Cohort Comparison		-7%				
05	2019	38%	55%	-17%	60%	-22%
	2018	37%	52%	-15%	61%	-24%
Same Grade Comparison		1%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	36%	55%	-19%	53%	-17%
	2018	45%	55%	-10%	55%	-10%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	4	7		4	7						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
BLK	19	38	44	15	29	46	23				
WHT	40	45		63	57		56				
FRL	27	41	44	33	42	42	41				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	21		10	21						
BLK	15	26	32	24	46	29	29				
WHT	44	29		65	52		90				
FRL	25	28	36	40	49	32	50				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	16	25		30	36					
BLK	10	27	29	14	40	50	12				
WHT	45	33		48	55		9				
FRL	26	27	29	27	42	52	11				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	265
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	6
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest component was students with disabilities performance in both ELA and Math. It has historically been low but it dropped to a Federal Index of 6%. Some of the contributing factors included the inconsistency of the ESE support staff supporting the Gen Ed teachers, lack of on-grade level instruction for the majority of the time, and inconsistency of instruction with these students

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Math showed the greatest decline from the prior year. Overall proficiency dropped 9%, learning gains dropped 10%, and lower quartile gains dropped 10%. This was also seen in the cohort going from 3rd to 4th with a 7% decrease and the cohort going from 4th to 5th with an 11% decrease. In 17-18 reading was critically low for students and this became a focus for the 18-19 school year which contributed to the majority of PD going to ELA content. One of the 3 4th grade teachers quit by the 5th week and school and another teacher was hired later but the behaviors in the class disrupted much of the academic time, especially in math. 1 of the 5th grade teachers went out on maternity a month before the test and the class lost ground and the negative behaviors began to greatly impact the review time before the test.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math has the greatest gap between the school and the state. It was a 31% gap between the school and state. Student with disabilities also had a 7% learning gains in ELA compared to 58% in the state. The same factors as stated above have contributed to this gap.

Which data component showed the most improvement? What new actions did your school take in this area?

Learning gains in ELA showed the most gains. They were 40% which was a 13% increase from last year. Lower quartile learning gains in ELA also increased by 9%. ELA was a major focus for the school during the 18-19 school year. Students who were below level were assessed and identified to individual needs so that the reading instruction they received was differentiated. The students also utilized iReady on a regular basis (45 minutes a week) to help fill in their gaps. Teachers received a lot of PD around reading instruction from TRI, our consultant, SRA training from the Reading Department, and support from the administrator on special assignment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the EWS data, the two areas of concern are the increase in students missing 10% or more of school and students who have two or more EWS indicators. As of August 1st, there are 148 students whose attendance is less than 90%. This is an increase by 26 more students as compared to this time last year. The number of students with 2 or more indicators is 74 which is an increase of 18 students as compared to this time last year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Students with disabilities- ELA and Math academic performance
2. African Americans and Economically Disadvantage students academic performance
3. Math proficiency
4. Math learning gains
5. ELA proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	African American and Economically Disadvantaged Students academic performance
Rationale	Student achievement for African American and Economically Disadvantaged students showed that these two sub-groups performed significantly lower than their peers in academics as indicated by their Federal Index, which remained below 41% for ELA and Math. In Math, the African American subgroup dropped in proficiency and learning gains from the prior year. They are in the second year of being below the 32% Federal Index for ESSA. Economically Disadvantaged students did increase in proficiencies and learning gains but they are still below the 41% Federal Index.
State the measurable outcome the school plans to achieve	Warrington Elementary School will continue to close the learning gap between African American students as well as Economically Disadvantaged students and their peers. African American and Economically Disadvantaged students will increase their academic performance during the 2019/2020 school year to at least 41% as measured by the Federal Index. This would significantly reduce the learning gap, as the Federal Index shows peers at 52%.
Person responsible for monitoring outcome	Timothy Rose (trose@ecsdf.us)
Evidence-based Strategy	SRA Reading i-Ready ELA and Math Small group strategies-Tyner, Close Read, Standards-based instruction Southern Regional Education Board (SREB) Math PD/Lesson Study for teachers
Rationale for Evidence-based Strategy	SRA, i-Ready, and small group strategies have been effective in closing the learning gap over the past year in ELA. Students in grades K-5 showed decreases in the number of students who were below grade level at the end of the year when compared to the beginning of the year, going from 88% of K-5 students below grade level to 64% below. SREB is being implemented to assist teachers with planning and delivering effective standards-based instruction in all K-5 classrooms.
Action Step	
Description	<ol style="list-style-type: none"> 1. All students will be assessed to determine the need for SRA interventions. In K, 1st, and 2nd grades, all students will be grouped and placed into the appropriate level of SRA. In 3rd, 4th, and 5th grades, only those students who demonstrate the need for such an extreme intervention will participate. Students in all grades will progress through the program until completion. 2. i-Ready will be used to assess and place students in a pathway designed to provide catch-up growth at the individual level for both ELA and Math. 3. SREB is being used to provide teachers with Professional Development and Lesson study to help them refine their math instruction to meet the individual needs of their students. 4. Through Title 1 and TSSSA funds, teachers will be paid to review STAR assessment data and plan instruction designed to facilitate growth for all students, including Students with Disabilities. 5. The school will use Title 1 and UniSIG funds to pay for substitute teachers to assist in delivering small group remediation as well as hiring additional Teacher Assistants to work with students on skill deficits as prescribed by the teacher through data analysis from curriculum based assessments, STAR assessments, and i-Ready. 6. A full-time social worker will be hired with TSSSA and UniSIG funds to assist the school in reaching out to families in an attempt to eliminate obstacles to education that exist

outside of the school by assisting families in obtaining resources and support from various community agencies. The social worker will also assist the school in reaching out to families with information pertaining to the school and their child(ren), such as school-based programs/assessments as well as how to interpret those things.

7. Students with Disabilities will be encouraged to attend the after school program being funded by Title 1 funds and the extra month of learning in June that is being funded with TSSSA funds. These programs are designed to help students recover gaps in their learning that prevent them from successfully moving forward in their current grade level. These programs are being funded through Title 1 and TSSSA.

8. District specialist in ELA and Math will provide coaching and Professional Development for specific areas of focus as determined by student/teacher needs.

9. The school will use UniSIG funds to purchase fiction and non-fiction books for classroom libraries to increase the options students have for reading outside of the curriculum and that match the students appropriate independent reading level.

10. The reading department provides a Reading Intervention Teacher to the school through Title VI funds. The RIT works with students who are performing at or below the 40th percentile on STAR ELA assessments.

11. Title 1 funds are used to purchase an additional teacher unit to help reduce class size. That unit is currently being used in 5th grade.

Person Responsible Timothy Rose (trose@ecsdfi.us)

#2	
Title	Students with Disabilities Academic Performance
Rationale	Students with disabilities have performed below their peers compared to the school, district, and state. This subgroup saw the most significant drop in their academic performance in both ELA and Math. For the 2019-2020 school year the SWD subgroup is 4% proficient and 7% made learning gains. This is the second year below the 32% Federal index threshold. The Federal Index for this subgroup is 6%. Their score is significantly lower than non-disabled peers.
State the measurable outcome the school plans to achieve	SWD will increase their 2018/2019 Federal Index by at least 20 points during the 2019/2020 school year. They will increase at least 15% in ELA and math proficiency. Any SWD students in the earning learning gains and who are in the lower quartile will make a 20% increase in these areas as well.
Person responsible for monitoring outcome	Angie Harris (aharris@ecsdfl.us)
Evidence-based Strategy	<p>SRA Reading i-Ready ELA and Math</p> <p>Small group time with ESE teacher, Aides, and retired teachers to work on grade level and below grade level standards to meet their needs.</p> <p>Bi-Monthly data chats with administration, TRI, and district staff to track data and develop instructional plans</p> <p>Professional development for General Education and ESE teacher with TRI, admin, and district staff based on student needs (determined by data)</p>
Rationale for Evidence-based Strategy	<p>Small group strategies have been effective in closing the learning gap over the past year in ELA. Students in grades K-5 showed decreases in the number of students who were below grade level at the end of the year when compared to the beginning of the year, going from 88% of K-5 students below grade level to 64% below.</p> <p>Having regular data chats will allow real time course correction to be done by the teacher to meet the differentiated needs of the students.</p> <p>Providing PD for teachers will ensure consistency of content knowledge and pedagogy to teach the standards for students with disabilities.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. All students will be assessed to determine the need for SRA interventions. In K, 1st, and 2nd grades, all students will be grouped and placed into the appropriate level of SRA. In 3rd, 4th, and 5th grades, only those students who demonstrate the need for such an extreme intervention will participate. Students in all grades will progress through the program until completion. 2. i-Ready will be used to assess and place students in a pathway designed to provide catch-up growth at the individual level for both ELA and Math. 3. SREB is being used to provide teachers with Professional Development and Lesson study to help them refine their math instruction to meet the individual needs of their students. 4. Through Title 1 funds, teachers will be paid to review STAR assessment data and plan instruction designed to facilitate growth for all students, including Students with Disabilities. 5. The school will use Title 1 and UniSIG funds to pay for substitute teachers to assist in delivering small group remediation as well as hiring additional Teacher Assistants to work

with students on skill deficits as prescribed by the teacher through data analysis from curriculum based assessments, STAR assessments, and i-Ready.

6. A full-time social worker will be hired with TSSSA and UniSIG funds to assist the school in reaching out to families in an attempt to eliminate obstacles to education that exist outside of the school by assisting families in obtaining resources and support from various community agencies. The social worker will also assist the school in reaching out to families with information pertaining to the school and their child(ren), such as school-based programs/assessments as well as how to interpret those things.

7. Administration will design ESE and ESE aides schedule to identify specific standards and students to meet with daily based on progress monitoring data.

8. District specialist in ELA and Math will provide coaching and Professional Development for specific areas of focus as determined by student/teacher needs.

9. The school will use UniSIG funds to purchase fiction and non-fiction books for classroom libraries to increase the options students have for reading outside of the curriculum and that match the students appropriate independent reading level.

10. The reading department provides a Reading Intervention Teacher to the school through Title VI funds. The RIT works with students who are performing at or below the 40th percentile on STAR ELA assessments.

11. Title 1 funds are used to purchase an additional teacher unit to help reduce class size. That unit is currently being used in 5th grade.

12. Bi-Monthly Data chats will be conducted from September to April reflecting on progress monitoring data. Student data within this sub-group will be reviewed on a monthly basis.

13. ESE and Gen Ed teacher will collaborate and discuss student data to determine student progression.

Person Responsible Angie Harris (aharris@ecsdfl.us)

#3	
Title	Math Proficiency and Learning Gains
Rationale	Math proficiency and learning gains saw a significant drop from last year. Proficiency dropped by 9 points and learning gains dropped 10 points. This is lower than the district and school average. The cohort group going from 3rd to 4th grade had a 7% drop and the cohort group going from 4th to 5th had a 11% drop.
State the measurable outcome the school plans to achieve	The overall math proficiency will increase by 10% and the math learning gains will increase by 10%
Person responsible for monitoring outcome	Timothy Rose (trose@ecsdfi.us)
Evidence-based Strategy	Math Professional days with TRI and Escambia Math department Small group strategies i-Ready Math Planning with math specialists and TRI FCTM Conference
Rationale for Evidence-based Strategy	In working with TRI and Escambia math department, teachers will receive professional development in math strategies and have the opportunity to see practice their lessons with math specialists from the district. They will then have the opportunity to debrief with TRI and Escambia on an ongoing basis about the PD and next steps to ensure continued use and progress monitoring of the strategies discussed/learned in the PD. Teachers will also be planning with TRI and math specialists from Escambia to develop quality lessons for math instruction. i-Ready assesses and places individual students on a prescriptive pathway designed to close the learning gap by targeting deficit skills for individual students. Substitute teachers will use i-Ready material/data to provide student specific small group and 1-on-1 instruction that will target skills students are lacking thereby blocking the acquisition of new knowledge.
Action Step	
Description	1.i-Ready will be used to assess and place students in a pathway designed to provide catch-up growth at the individual level for Math. 3.TRI (External Operator) and Escambia Math department will conduct a 7 hour Saturday Math professional development training for Warrington Elementary teachers 3 times throughout the year. 21 teachers and 4 teacher assistants will participate in this professional development. The teachers will attend 6 different math sessions throughout each day focusing on math practices and the standards. The first 2 PD days will focus on the current math standards and the third date in June will focus around the new math standards that are being released by the state in the spring. The teachers will receive the book "EffectiveTeaching Practices" by NCTM. At each session that the teachers attend a portion of this book will be addressed. Teachers will also receive math manipulatives and math literature books for students that correspond with the topic of the session they attend so that the teachers can implement them in the classroom. These professional development days will be followed up with extra math planning and coaching facilitated by TRI, administrators, and the Escambia math department.

4. Through Title 1 and TSSSA funds, teachers will be paid to review STAR Math assessment data and plan instruction designed to facilitate growth for all students, including Students with Disabilities.
5. The school will use Title 1 funds and TSSSA funds to pay for substitute teachers to assist in delivering small group remediation as well as hiring additional Teacher Assistants to work with students on skill deficits as prescribed by the teacher through data analysis from curriculum based assessments, STAR assessments, and i-Ready.
6. A full-time social worker will be hired through TSSSA and UniSIG funds to assist the school in reaching out to families. The social worker will also assist the school in reaching out to families with information pertaining to the school and their child(ren), such as school-based programs/assessments as well as how to interpret those things.
7. All 3rd-5th grade students will attend the after school program and all K-4th grade students will be encouraged to attend the extra month of learning in June. These programs are designed to help students recover gaps in their learning that prevent them from successfully moving forward in their current grade level, as well as prevent regression of currently learned skills. These programs are being funded through Title 1 and TSSSA.
8. Title 1 funds are used to purchase an additional teacher unit to help reduce class size. That unit is currently being used in 5th grade.
9. 4 teachers will attend FCTM (Florida Council for Teachers of Mathematics) conference in Jacksonville on October 16th-19th. The teachers will attend math sessions at this conference and then come back and co-facilitate a session at the 3 math professional development days with TRI and Escambia math department and be the math teacher leader during their planning times with the grade level.

Person Responsible Timothy Rose (trose@ecsdfi.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

The school will continue to conduct SAC meetings to work with parents and community members to help identify issues in and out of the school that affect student attendance and develop solutions and incentives to increase student attendance. The school will also continue to conduct safety meetings to address any student safety issues and develop solid plans to keep students and staff safe at all times.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

A written Parent and Family Engagement Plan (PFEP) will be created in collaboration with parents, school personnel, and community stakeholders. The PFEP will assess the previous year's PFEP results

as well as the school's current needs, outlining goals, strategies, and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students. In particular, those most at risk of not meeting challenging State academic standards. The PREP will be reviewed by the district Title 1 office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents, the school, and other stakeholders. The school's Title I budget will directly support the PFEP.

PFEP Link

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

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 and Bullying Prevention Education to all K-5 students. Our student body is also served by a certified, full-time overlay counselor, and an additional social worker has also been hired to work with reducing/eliminating barriers that students/families face that prevent students from learning to their fullest potential and ability. We also have two self-contained K-5 EBD classrooms, and a Pre-K program and associated staff. For students needing additional services, out-patient referrals are available. Warrington Elementary also has a Positive Behavior Intervention and Support program to foster building relationships with our student body through positive praise and attention. Many of our staff have also been trained in Capturing Kids Hearts, which also encourages building relationships through positive interaction. The school also reaches out to our community to encourage a partnership through which students who receive limited attention beyond the school day might be matched with a Mentor, who can act as a source of encouragement for the student.

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

Warrington Elementary is one of 14 school campuses in the Escambia County School District offering pre-k classes for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

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, and identify Professional Development opportunities and resources, 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, and enlisting support from the district's Subject Area Specialist Departments for Professional Development and progress monitoring in correct application of research based interventions.

Title III-ELL

Services for English Language Learners (ELL) 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.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and 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 Title I office.

UNISIG

Services are provided to allow students to participate in After School Tutoring to provide additional academic support. Additional staff are hired to support classroom teachers during small group centers. This provides more opportunity for adult led small groups during the Reading block. Professional development and classroom libraries have been purchased to provide teachers with appropriate resources that are used to increase student vocabulary and reading ability.

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: African American and Economically Disadvantaged Students academic performance				\$110,639.04
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	310-Professional and Technical Services	0551 - Warrington Elementary School	UniSIG	1.0	\$85,000.00
			Notes: Warrington ES: SIP Focus 1, 2, & 3: Vendor Contract for Rensselaerville Institute External Operator Contract (Split funded with General Funds- \$165,000, UniSIG- \$85,000) (85 visits, 21 virtual visits)			
	6130	310-Professional and Technical Services	0551 - Warrington Elementary School	UniSIG	1.0	\$17,000.00
			Notes: Warrington ES: SIP Focus 1 & 2: Vendor Contract with Children's Home Society for a supplemental full time Social Worker (Split funded with TSSSA funds- \$48,154, UniSIG funds- \$17,000)			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	\$6,640.04
			Notes: Warrington ES: SIP Focus 1 & 2: Supplies- Classroom High Interest Fiction and Non-Fiction AR books and organizational bins (21 classes X \$316 per class) Supplies			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	\$1,999.00
			Notes: Warrington ES: SIP Focus 1, 2, & 3- Office Supplies (Tutoring, Instructional materials, student data chats etc. Examples of Office Supplies include chart paper, copy paper, folders, and sticky notes) (21 T x \$95)			

2	III.A.	Areas of Focus: Students with Disabilities Academic Performance				\$28,551.68
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	750-Other Personal Services	0551 - Warrington Elementary School	UniSIG	1.0	\$27,840.00
			<i>Notes: Warrington ES: SIP Focus 1 & 2: Substitutes to work with small groups in ELA and Math to include but not limited to the students in the 3 identified subgroups. (2 S x 160 D x \$87 = \$30,036) (ECSD 753)</i>			
	5100	220-Social Security	0551 - Warrington Elementary School	UniSIG	1.0	\$403.68
			<i>Notes: Warrington ES: SIP Focus 1 & 2: Social Security for Substitutes to work with small groups in ELA and Math to include but not limited to the students in the 3 identified subgroups. (2 S x 160 D x \$87 x .0145) Social Security</i>			
	5100	240-Workers Compensation	0551 - Warrington Elementary School	UniSIG	1.0	\$308.00
			<i>Notes: Warrington ES: SIP Focus 1 & 2: Workers Comp for Substitutes to work with small groups in ELA and Math to include but not limited to the students in the 3 identified subgroups. (2 S x 160 D x \$80 x .012) Workers Comp</i>			
3	III.A.	Areas of Focus: Math Proficiency and Learning Gains				\$42,358.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	\$500.00
			<i>Notes: Warrington ES: SIP Focus 1, 2, & 3: Supplies- Elementary and Middle School Mathematics books for book study associated with SREB vendor contract (5 books x \$100 = \$500) Supplies</i>			
	6400	210-Retirement	0551 - Warrington Elementary School	UniSIG	1.0	\$351.00
			<i>Notes: Warrington ES: SIP Focus 1, 2, & 3: Retirement for Math Conference held by Escambia Math Department district SREB for schools receiving SREB services. (23 T x 2 D x 6 H x \$15 x 0.847 = \$351) Retirement</i>			
	6400	220-Social Security	0551 - Warrington Elementary School	UniSIG	1.0	\$317.00
			<i>Notes: Warrington ES: SIP Focus 1, 2, & 3: Social Security for Math Conference held by Escambia Math Department district SREB for schools receiving SREB services. (23 T x 2 D x 6 H x \$15 x .0765 = \$317) Security</i>			
	6400	240-Workers Compensation	0551 - Warrington Elementary School	UniSIG	1.0	\$50.00
			<i>Notes: Warrington ES: SIP Focus 1, 2, & 3: Workers Comp for Math Conference held by Escambia Math Department district SREB for schools receiving SREB services. (23 T x 2 D x 6 H x \$15 x .012 = \$50) Workers Comp</i>			
	6400	100-Salaries	0551 - Warrington Elementary School	UniSIG	1.0	\$7,560.00
			<i>Notes: Warrington ES: SIP Focus 3: Extra Pay for Math Professional development with TRI and Escambia School District: (24 t x 3d x 7h x \$15 = \$7,560) Extra Pay</i>			
	6400	210-Retirement	0551 - Warrington Elementary School	UniSIG	1.0	\$670.50
			<i>Notes: Warrington ES: SIP Focus 3: Retirement for Extra Pay for Math Professional development with TRI and Escambia School District: (24 t x 3d x 7h x \$15 = \$7,560 x .0847 = \$670.50) Retirement</i>			
	6400	220-Social Security	0551 - Warrington Elementary School	UniSIG	1.0	\$576.14

			<i>Notes: Warrington ES: SIP Focus 3: Social Security for Extra Pay for Math Professional development with TRI and Escambia School District: $(24 \text{ t} \times 3 \text{d} \times 7 \text{h} \times \\$15 = \\$7,560 \times .0765 = \\$576.14)$ Social Security</i>			
	6400	240-Workers Compensation	0551 - Warrington Elementary School	UniSIG	1.0	\$90.52
			<i>Notes: Warrington ES: SIP Focus 3: Workers Comp for Extra Pay for Math Professional development with TRI and Escambia School District: $(24 \text{ t} \times 3 \text{d} \times 7 \text{h} \times \\$15 = \\$7,560 \times .012 = \\$90.52)$ Workers Comp</i>			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	\$3,530.00
			<i>Notes: Warrington ES: SIP Focus 3: Supplies: Math manipulatives to be utilized in the classroom for math instruction.</i>			
	6400	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	\$910.85
			<i>Notes: Warrington ES: SIP Focus 3: Supplies: Math books for teacher development to be utilized in the professional development days with the district and TRI $(37.95 \times 24 = \\$910.85)$ Supplies</i>			
	6300	100-Salaries	0551 - Warrington Elementary School	UniSIG	1.0	\$20,160.00
			<i>Notes: Warrington ES: Sip Focus 3: Extra pay for planning with Escambia math department and TRI $(21 \text{ T} \times \\$16 \times 2 \text{h} \times 30 \text{w} = \\$20160)$ Extra Pay</i>			
	6300	210-Retirement	0551 - Warrington Elementary School	UniSIG	1.0	\$1,697.43
			<i>Notes: Warrington ES: Sip Focus 3: Retirement for Extra pay for planning with Escambia math department and TRI $(21 \text{ T} \times \\$16 \times 2 \text{h} \times 30 \text{w} = \\$20160 \times .0847 = \\$1697.43)$ Retirement</i>			
	6300	220-Social Security	0551 - Warrington Elementary School	UniSIG	1.0	\$1,542.24
			<i>Notes: Warrington ES: Sip Focus 3: Social Security for Extra pay for planning with Escambia math department and TRI $(21 \text{ T} \times \\$16 \times 2 \text{h} \times 30 \text{w} = \\$20160 \times .0765 = \\$1542.24)$ Social Security</i>			
	6300	240-Workers Compensation	0551 - Warrington Elementary School	UniSIG	1.0	\$241.92
			<i>Notes: Warrington ES: Sip Focus 3: Workers Comp for Extra pay for planning with Escambia math department and TRI $(21 \text{ T} \times \\$16 \times 2 \text{h} \times 30 \text{w} = \\$20160 \times .012 = \\$1697.43)$ Workers Comp</i>			
	6400	330-Travel	0551 - Warrington Elementary School	UniSIG	1.0	\$3,024.00
			<i>Notes: Warrington ES: SIP Focus 3: Travel expenses for FCTM for 4 teachers to attend the state conference: October 16th - 19th Hotel room for 3 days 16th, 17th, 18th $(\\$150 \text{ per night} \times 3 = \\$450) \times 4 \text{ rooms} = \\1800 Car rental 16th, 17th, 18th, 19th $(\\$100 \text{ per day} \times 4 \text{ days} = \\$400)$ Registration: $\\$70 \times 4 = \\280 Parking $= \\$17 \times 4 \text{ days} = \\68 Stipends = 3 breakfasts, 4 lunch, 3 dinner $= 3 \times \\$6 + 4 \times \\$11 = 3 \times \\$19 = 4 \text{ people} = \\476</i>			
	6400	750-Other Personal Services	0551 - Warrington Elementary School	UniSIG	1.0	\$1,044.00
			<i>Notes: Warrington ES: SIP Focus 1: Sub pay for teacher math conference attendance $(\\$87 \text{ d} \times 3 \text{ d} \times 4 \text{ subs} = \\$1044)$</i>			
	6400	220-Social Security	0551 - Warrington Elementary School	UniSIG	1.0	\$79.88
			<i>Notes: Warrington ES: SIP Focus 1: Social Security for Sub pay for teacher math conference attendance $(\\$87 \text{ d} \times 3 \text{ d} \times 4 \text{ subs} = \\$1044 \times .0765)$</i>			
	6400	240-Workers Compensation	0551 - Warrington Elementary School	UniSIG	1.0	\$12.52

	Notes: Warrington ES: SIP Focus 1: Workers Comp for Sub pay for teacher math conference attendance (\$87 d x 3 d x 4 subs = \$1044 x .012)	
Total:		\$190,608.00