Warrington Elementary School

2021-22 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: 7/1/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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220 N NAVY BLVD, Pensacola, FL 32507

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	77%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		D	D	D

School Board Approval

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SIP Authority

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.

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.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position 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.
Sanderson, Teresa	Curriculum Resource Teacher	Works to facilitate effective teaching practices in ELA, Math, and Science through modeling, co-teaching, and collaboration to ensure that best practice and learning approaches are being used to facilitate catch up growth in students who are not demonstrating grade level proficiency. . Also works with external operator to provide benchmark analysis and reteach groups with unit assessment data.
Harvey-Thomas, Sylvia	Curriculum Resource Teacher	The MTSS Coordinator works primarily with low performing students in the area of reading to facilitate catch up growth and grade level performance.
Rawls, Mitsy	Curriculum Resource Teacher	Works with teachers and students to facilitate a school-wide culture of learning.

Demographic Information

Principal start date
Sunday 7/1/2018, Timothy Rose S

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

294

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	48	52	49	53	37	49	0	0	0	0	0	0	0	288
Attendance below 90 percent	7	30	30	34	23	31	0	0	0	0	0	0	0	155
One or more suspensions	0	4	1	10	2	4	0	0	0	0	0	0	0	21
Course failure in ELA	0	0	9	10	6	7	0	0	0	0	0	0	0	32
Course failure in Math	0	0	2	11	7	8	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	3	19	20	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA Math assessment	0	0	0	3	13	23	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	1	16	12	19	8	12	0	0	0	0	0	0	0	68

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	2	9	18	9	10	0	0	0	0	0	0	0	48

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	3	0	0	3	0	0	0	0	0	0	0	0	0	6
Students retained two or more times	0	0	0	2	0	4	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Monday 9/27/2021

2020-21 - 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	
Number of students enrolled	52	54	33	53	45	41	0	0	0	0	0	0	0	278
Attendance below 90 percent	19	29	16	24	16	17	0	0	0	0	0	0	0	121
One or more suspensions	2	4	4	11	6	11	0	0	0	0	0	0	0	38
Course failure in ELA	8	24	7	9	3	3	0	0	0	0	0	0	0	54
Course failure in Math	9	2	12	5	4	10	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide ELA assessment	0	0	0	22	21	17	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	37	27	16	0	0	0	0	0	0	0	80

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	2	1	2	14	13	15	0	0	0	0	0	0	0	47

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	4	0	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	4	4	3	0	0	0	0	0	0	0	11

2020-21 - 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	
Number of students enrolled	52	54	33	53	45	41	0	0	0	0	0	0	0	278
Attendance below 90 percent	19	29	16	24	16	17	0	0	0	0	0	0	0	121
One or more suspensions	2	4	4	11	6	11	0	0	0	0	0	0	0	38
Course failure in ELA	8	24	7	9	3	3	0	0	0	0	0	0	0	54
Course failure in Math	9	2	12	5	4	10	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide ELA assessment	0	0	0	22	21	17	0	0	0	0	0	0	0	60
Level 1 on 2019 statewide Math assessment	0	0	0	37	27	16	0	0	0	0	0	0	0	80

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	2	1	2	14	13	15	0	0	0	0	0	0	0	47

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	4	0	3	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	4	4	3	0	0	0	0	0	0	0	11

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				27%	53%	57%	25%	49%	56%
ELA Learning Gains				40%	55%	58%	27%	46%	55%
ELA Lowest 25th Percentile				45%	52%	53%	36%	40%	48%
Math Achievement				32%	57%	63%	41%	55%	62%
Math Learning Gains				40%	60%	62%	50%	57%	59%
Math Lowest 25th Percentile				42%	52%	51%	32%	48%	47%
Science Achievement				39%	54%	53%	49%	55%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	34%	56%	-22%	58%	-24%
Cohort Comparison						
04	2021					
	2019	20%	52%	-32%	58%	-38%
Cohort Comparison		-34%				
05	2021					
	2019	26%	51%	-25%	56%	-30%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	30%	55%	-25%	62%	-32%
Cohort Comparison						
04	2021					
	2019	29%	58%	-29%	64%	-35%
Cohort Comparison		-30%				
05	2021					
	2019	38%	55%	-17%	60%	-22%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	36%	55%	-19%	53%	-17%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR was utilized for Fall, Winter, and Spring ELA and Math progress monitoring. The science district quarterly assessment was used for science progress monitoring. The numbers reflect the membership, students tied to the school during both survey 2 and 3.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/20.5%	14/33/3%	18/40%
	Economically Disadvantaged	6/16.7%	12/31.6%	15/35.7%
	Students With Disabilities	1/14.3%	1/12.5%	1/12.5%
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/28.6%	17/39.5%	14/33.3%
	Economically Disadvantaged	8/25%	13/33.3%	12/30.8%
	Students With Disabilities	1/16.7%	4/50%	4/50%
	English Language Learners	n/a	n/a	n/a

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/31.4%	12/27.3%	11/22.4%
	Economically Disadvantaged	9/30%	11/27.5%	11/25.6%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/11.4%	6/13.6%	9/18.8%
	Economically Disadvantaged	4/13.3%	5/12.8%	7/16.7%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	n/a	n/a	n/a

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/13.8%	8/28.6%	6/23.1%
	Economically Disadvantaged	4/14.8%	8/32%	6/26.1%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	4/13.8%	7/25%	10/37%
	Economically Disadvantaged	4/15.4%	7/28%	10/41.7%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	n/a	n/a	n/a

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	8/21.6%	12/30.0%	10/30.3%
	Economically Disadvantaged	6/17.6%	10/27.8%	8/26.7%
	Students With Disabilities	0/0.0%	2/28.6%	0/0.0%
	English Language Learners	n/a	n/a	n/a
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7/18.4%	12/30.8%	1030.0%
	Economically Disadvantaged	7/20.0%	11/31.4%	9/30.0%
	Students With Disabilities	1/12.5%	3/42.9%	0/0.0%
	English Language Learners	n/a	n/a	n/a

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/20.9%	9/19.6%	11/25.6%
	Economically Disadvantaged	9/22.0%	9/20.5%	11/26.2%
	Students With Disabilities	0/0.0%	0/0.0%	0/0.0%
	English Language Learners	n/a	n/a	n/a
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	3/7.3%	7/15.2%	7/17.5%
	Economically Disadvantaged	3/7.7%	7/15.9%	7/17.9%
	Students With Disabilities	0/0.0%	0/0.0%	0/0.0%
	English Language Learners	n/a	n/a	n/a
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/21.4%	15/35.7%	10/33.3%
	Economically Disadvantaged	8/20.0%	15/36.6%	10/33.3%
	Students With Disabilities	0/0.0%	1/14.3%	1/25.0%
	English Language Learners	n/a	n/a	n/a

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD		33		18	38						
BLK	22	20	33	28	31	38	25				
WHT	26			36							
FRL	22	22	46	31	37	42	26				
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						
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	217
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
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	
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	28
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	31
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	

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

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Student proficiency across all grade levels for all students, SWD, Black students, and Economically Disadvantaged students are performing below district and state levels i both reading and math. Historically, the Federal Index score for SWD, Black students, and Economically Disadvantaged students has been lower than scores at the district and state level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Scores in ELA proficiency and learning gains for all students, as well as SWD, Black students, and Economically Disadvantaged students show the largest gap between the district and state.
Ten out of the 16 students who are part of the SWD subgroup category are also part of the Black subgroup category and therefore ELA proficiency and learning gains are impacted for both subgroups. Warrington Elementary does not have any ESOL students enrolled at this time.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

There were ESE inclusion vacancies at the 3rd-5th grade level until February 2021.
There were several students in the SWD and Black subgroups who had multiple absences and/or were remote students.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Third grade reading proficiency, for those students in the school membership, increased 6 points from STAR AP 3 (the district spring progress monitoring tool) to the 2021 FSA, going from 24% on STAR AP 3 to 30% on the FSA.
Similarly, SWD learning gains in ELA went from 7% on the 2019 FSA to 30% on STAR AP 3 and SWD learning gains for math went from 7% on the 2019 FSA to 40% on STAR AP 3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The 3rd grade teachers were returning teachers.
The ESE vacancy was filled in the 2nd quarter, increasing the amount of small group instruction for SWDs.
The district worked on planning with 4th and 5th grade for standards based instruction with a focus on small group intervention.
Paraprofessionals were redistributed to support specific ESE and lower quartile students in 3rd-5th grade.
One hundred students received a letter at the end of quarter 2 to return from remote learning, of which 50 students in K-5 came back to the traditional setting for instruction.

What strategies will need to be implemented in order to accelerate learning?

Data chats with students will be conducted at the beginning of the year and continue on a regular basis.
Explicit procedures and routines will be put in place that are systematic across all grade levels.
Warrington ES will utilize its MTSS team within the first four weeks of school to diagnose student needs and match interventions appropriately .
Standards-based planning with district specialists and TSA's will be conducted with all teachers starting at the beginning of the year. The planning process will follow a formal protocol to develop lessons that support accelerating learning for all students, including those below grade level and who are a part of one of the following subgroups: black students, students with disabilities, and

economically disadvantaged students. District specialist and TBA's will include mini lessons and modeling as they support teachers during planning on Tuesday (ELA) and Thursday (math).

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

ELA professional development will include training on the new ELA curriculum with connections to LAFS for 3rd-5th grades and BEST for K-2, frameworks for teaching conventions and writing, high quality discussions, reading comprehension strategies. Math professional development will include calendar math, the use of number lines, number talks, math visual models, story telling for problem solving, and fluency. Science professional development will include taking abstract concepts to concrete through lab integration, writing in a variety of formats, reading comprehension strategies within science, and vocabulary usage in science context.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The external operator will work with the curriculum coordinator to model the process currently in place for creating benchmark analysis and reteach groups, and the district specialists and leadership team will work with K-5 teachers on deepening content knowledge through planning, professional development, and coaching cycles to build their capacity for the 2022 school year and beyond. The literacy leadership team will collaborate to develop a school wide, independent reading plan meant to increase student achievement by encouraging students to read more.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Achievement in ELA has not reached 41% proficiency overall or in any identified subgroup. Proficiency scores for individual grade levels were as follows: On STAR AP 3 (Spring 2021), KG was 34% proficient, 1st grade was 49% proficient, and 2nd grade was 24% proficient. On FSA (Spring 2021), 3rd grade was 32% proficient, 4th grade was 32% proficient, and 5th grade was 17% proficient. In our subgroups, Economically Disadvantaged students in grades 3-5 were 23% proficient, Students with Disabilities 0%, and Black students 21%.
Measurable Outcome:	ELA proficiency will go 32% in 3rd grade, 32% in 4th grade, and 17 % in 5th grade on the 2021 FSA to 41% or higher on the 2021 FSA. Learning gains will go from 30% for 3-5 students overall on the 2021 FSA to 41% or higher on the 2022 FSA. The Federal Index score for Black students will go from 21% to at least 41%, and for Economically Disadvantaged students from 23% to 41%. The achievement gap in proficiency between Students with disabilities and all students will decrease by 50%, going from 23 percentage points on the 2021 ELA FSA to 12 percentage points or less on the 2022 ELA FSA. ELA learning gains for Students with disabilities will be at or above learning gains for all students.
Monitoring:	Data from STAR 360 and core language arts instructional materials will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups. The primary STAR ELA Assessments will be given on Sept. 7. Nov. 9, and Feb. 22. We will administer STAR checkpoints between AP 1 and 2, on Oct. 12; and between AP 2 and AP 3, on Jan. 18. These checkpoints will give us additional data points to determine if additional measures should be addressed throughout the year to increase student acceleration. School administrators will conduct weekly reading intervention walkthroughs and will review school wide data bi-weekly. They will monitor the progress of students receiving interventions and share findings with teachers. Administration will seek district coaching support to recommend adjustments to interventions and/or to provide professional development needs to help improve the effectiveness of intervention. The RtI Coordinator and MTSS team will meet to analyze data and determine the effectiveness of Tier 2 and Tier 3 interventions for individual students.
Person responsible for monitoring outcome:	Timothy Rose (trose@ecsdfl.us)
Evidence-based Strategy:	Warrington Elementary will focus on the following best practices outlined in the Escambia County K-12 Comprehensive Evidence Based Reading Plan during core instruction and additional reading intervention: 1. Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge (promising evidence) 2. Teach students to decode words, analyze word parts, and write and recognize words (strong evidence) 3. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension (moderate evidence) 4. Teach students how to use reading comprehension strategies: question generation, visualization, text structure, self-monitoring, inference and retelling. (strong evidence) This is defined as intentional mental actions during reading that improve reading comprehension.

Rationale for Evidence-based Strategy: Comprehension is hindered when a student lacks the ability to apply decoding strategies, vocabulary, and background knowledge. Furthermore, as the text increases in complexity from grades K-3 to grades 4 - 5, students need explicit instruction in reading comprehension strategies such as visualization, questioning, making inferences, and retelling. Embedding instruction in how to use intentional mental actions to improve comprehension will help students in grades 4-5 navigate more complicated texts. The practices selected are based on the recommendations of The What Works Clearinghouse Practice Guides: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, and Improving Reading Comprehension in Kindergarten Through 3rd Grade. Fourth and fifth grade students needing intervention in foundational skills and/or comprehension benefit from instruction aligned to the recommendations outlined in the What Works Clearinghouse practice guides for K-3. These strategies align to the Escambia County K-12 Comprehensive Evidence Based Reading Plan.

Action Steps to Implement

1. K-2 teachers will participate in the district's High Quality Reading Project to increase teacher knowledge and provide evidence-based foundational skills instruction.
2. Provide professional development for General education and ESE teachers in the Use of the new ELA instructional materials, reading comprehension strategies, decoding strategies for multi-syllabic words, and B.E.S.T. standards alignment to the High Quality Reading Project in K-2.
3. District literacy coaches will provide weekly planning support with the new curriculum and LAFS in 3-5; and B.E.S.T. in K-2.
4. The Literacy Leadership Team will develop a school wide independent reading plan to ensure students read connected text daily.
5. The RtI Coordinator and MTSS team will identify student needs and match them to interventions based on the intervention decision trees.
6. The leadership team will conduct walkthroughs during the literacy block and during intervention periods, and provide feedback to teachers regarding implementation of planning and fidelity of the intervention.
7. The leadership team, with the help of the external operator, will analyze data collected from classroom walk-throughs and assessments with particular attention to student work samples and ESSA subgroup performance, conduct data chats with students, and design remediation and reteach opportunities.

Person Responsible Timothy Rose (trose@ecsdfl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Historically, Warrington Elementary math proficiency and learning gains have been below the district and state. Math proficiency on the 2021 FSA is 30%, and learning gains are 38%. The math lower quartile on the 2021 FSA is 38%. For our ESSA subgroups, FSA proficiency scores are: Economically Disadvantaged 38%, Students with Disabilities 14%, and Black students 25%. Learning gains are: Economically Disadvantaged 30%, Students with Disabilities 14%, and Black students 38%.
Measurable Outcome:	Proficiency in Math will go from 30% and learning gains from 38% on the 2021 FSA to 41% or higher on the 2022 FSA for all 3rd - 5th grade students, Black students, and Economically Disadvantaged students. The achievement gap in proficiency between SWD and all students will decrease by 50%, going from 16 percentage points on the 2021 Math FSA to 8 percentage points or lower on the 2022 Math FSA. Students with disabilities will perform at or above the score for all students in learning gains.
Monitoring:	Data from STAR 360 and core math topic assessments will be collected, analyzed, and reviewed and broken down by teacher and ESSA groups. STAR Math assessments will be given on Sept. 14, Nov. 16, and March 1. The school admin team will review data from STAR with teachers following AP 1, AP 2, and AP 3. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development, and remediation. The leadership team will also review school wide data twice a month. The team will meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteach opportunities.
Person responsible for monitoring outcome:	Timothy Rose (trose@ecsdfl.us)
Evidence-based Strategy:	1. Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. 2. Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. 3. Number Lines: Use the number line to facilitate the learning of mathematical concepts and procedures, build an understanding of grade-level material, and prepare students for advanced mathematics. 4. Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas
Rationale for Evidence-based Strategy:	1. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, lack of precise mathematical language and understanding appears to be a hindrance to math proficiency. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit mathematical language proved to have a strong positive effect size on student performance. 2. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, the inability to use and understand mathematical representation appears to be a hindrance to math proficiency. According to Assisting Students Struggling with Mathematics: Interventions in the Elementary Grades found on What Works Clearinghouse, explicit mathematical representation proved to have a strong positive effect size on student performance. 3. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, the

inability to use and understand number lines effectively appears to be a hindrance to math proficiency. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit number lines proved to have a strong positive effect size on student performance.

4. In analyzing the 2019 FSA data and the current 2020 progress monitoring data, lack of mathematical understanding in order to solve word problems appears to be a hindrance to math proficiency. According to Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades found on What Works Clearinghouse, explicit word problem instruction proved to have a strong positive effect size on student performance.

Action Steps to Implement

1. Student data chats will happen every quarter. Student data on the district topic assessments will be monitored by the leadership team and teachers to review ESSA subgroup performance, conduct data chats with students, and design remediation and reteach opportunities. Parents will be provided with data after Topic assessments and the STAR assessment window.

2. Weekly planning by grade-level will be provided by the School Leadership Team, District Content Specialist and TSAs, and External Operator.

3. Professional Development will be provided by the School Leadership Team, District Content Specialist and TSAs, and External Operator. The Professional Development that will be provided will include: Number Talks, Calendar Math, Number Lines, Math Visuals and Models, Using Storytelling for Math Problem Solving, Fluency Strategies.

4. Following Professional Development and planning, the School Leadership team and/or District Mathematics Specialist/TSA will do class walk-throughs to look for implementation of the professional development and planning and provide feedback to the teachers.

5. In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, number lines, word problems and student discourse. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

Person Responsible Timothy Rose (trose@ecsdfl.us)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	The 2021 district progress monitoring data showed an 18 percentage point decrease in Science proficiency for 5th grade compared to 2019 Statewide Science Assessment (SSA) of 39% proficient. The primary focus has been targeted towards the 5th grade Science curriculum. It will be important that we expand our content focus to support science curriculum at the 3rd and 4th grade levels given that a large portion of the SSA test's content standards are aligned to the 3rd and 4th grade Science curricula. Fifth grade students overall, as well as our ESSA subgroups of Black students and Economically Disadvantaged students, will increase Science proficiency from 25% on the 2021 FSA to 41% or higher on the 2022 FSA.
Measurable Outcome:	Science proficiency will go from 25% on the 2021 SSA to 41% or higher on the 2022 SSA for all 5th grade students, Black students, and Economically Disadvantaged students.
Monitoring:	Warrington ES 5th grade students will take district Science Teaching Unit Assessments bi-monthly, as they are scheduled in the pacing guide, and third and 4th grade students will take district Science Teaching Unit Assessments monthly, as they are scheduled in the pacing guide. The school-based leadership team will review the data, which will be broken down by ESSA subgroups, standards, and overall proficiency. The team will also meet with the teachers to discuss the data and determine future instructional practices and identify needs for remediation or reteach opportunities. The leadership team will monitor instructional practices in science through collaborative planning and classroom walks.
Person responsible for monitoring outcome:	Teresa Sanderson (tsanderson@escambia.k12.fl.us)
Evidence-based Strategy:	1. Connect and integrate abstract and concrete representations of concepts in Science. (Organizing instruction and study) 2. Utilizing writing for a variety of purposes including conveying scientific information, making a scientific argument, enhancing understanding of scientific reading, or to share a scientific experience (Writing practice guide) 3. Teach students how to use reading comprehension strategies for science text. (Reading comprehension K-3) 4. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. (Vocabulary for all)
Rationale for Evidence-based Strategy:	1. According to the district and SSA data, students who are not scoring proficient lack the ability to integrate abstract and concrete representations in Science. According to "Organizing Instruction and Study to Improve Student Learning", by providing opportunities for laboratory activities students can make learning connections between abstract and concrete phenomena. This provides a moderate impact on student achievement. 2. According to the 2019 FSA data and district progress monitoring data ELA learning gains and proficiency is below the district and state. Low reading comprehension, writing abilities, and usage and understanding of content specific vocabulary are part of the reason for the declining data. 3. Based on the "Teaching Elementary School Students to Be Effective Writers" from What Works Clearing House the use of writing in a variety of purposes in Science shows a strong impact on student achievement. 4. Based on "Improving Reading Comprehension in Kindergarten Through 3rd Grade" from What Works Clearing House, teaching students reading comprehension strategies in science also shows a strong impact on student achievement. According to "10 Key

Vocabulary Practices" by the Meadows Center, there is a strong impact on student learning and achievement when students are given multiple encounters with academic vocabulary.

Action Steps to Implement

1. All 2nd-5th grade students will take the district pre-test for science. The leadership team will review the data broken down by ESSA subgroups with the teachers to determine existing content knowledge and gaps in science understanding for the grade level.
2. On a monthly basis for 3rd and 4th grade teachers, and bi-monthly for 5th grade teachers, will plan with the leadership team and district specialist. The plans will include labs (modeled by the leadership team), writing activities, comprehension strategies, and academic language for the science instruction.
3. The leadership team will provide professional development for teachers for content knowledge, writing in the science content, and science discourse. The PD will be integrated into the grade level planning.
4. The leadership team will conduct bi-monthly walks during the science block to monitor implementation of the planning and professional development.
5. Feedback will be provided to teachers on a bi-monthly basis.
6. Student data on the district unit assessments will be monitored by the leadership team and teachers to review ESSA subgroup performance, conduct data chats with students, and design remediation and reteach opportunities.
7. In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, the integration of labs, writing in the Science block, utilizing academic language, and student discourse. The coaching will be monitored by administrative classroom walks to determine the on-going coaching cycle.

Person Responsible   Timothy Rose (trose@ecsdfl.us)

#4. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	During the 2020-2021school year, students with 5 or more absences increased to over 58%. Historically, the absence rate at Warrington Elementary has been higher than the district and state averages for absence rates.
Measurable Outcome:	Students with 5 or more absences will decrease to below 30% for all grade levels.
Monitoring:	Absence data will be run weekly for Warrington Elementary. The data will be shared with the leadership team to discuss ongoing absence rates throughout the year.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	1. Incentivise attendance for students. 2. Data and absence discussions with parents and students 3. Navigator (Social Worker) supporting parents to overcome barriers for student attendance
Rationale for Evidence-based Strategy:	According to "Chronic Absenteeism in the Nation's Schools" by the United States Education Department low attendance can critically impact student learning. By incentivizing attendance, having data chats, and utilizing a Navigator, parents and students will be supported in limiting absences in order to maintain and accelerate learning.

Action Steps to Implement

1. The school leadership team, including the Navigator, will review absences of students on a weekly basis.
2. Attendance will be rewarded through an "Attendance" on Fridays for students who have been in attendance all 5 days. On a quarterly basis students will have an attendance party for students who have perfect attendance.
3. Parents will be provided with data after content assessments and the STAR assessment window aligned with absences to correlate scores to absences.
4. The Navigator and district Social Worker will work with families of students who reach 5 unexcused absences to identify barriers to student attendance. The Navigator will align resources and support to increase the student attendance.
5. The principal will send out a monthly newsletter to all families. Within the newsletter, the principal will address attendance rates broken down by grade level.

Person Responsible	Timothy Rose (trose@ecsdfl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Warrington Elementary had zero school safety incidents in 2019/2020 and 25 suspensions (10 In School and 15 Out of School). We will continue to use our PBIS plan to create an atmosphere and culture where learning is the priority for staff, students, and families. Our PBIS team uses our RESET Room as a positive approach to behavior. It allows us to teach our students to own their mistakes and their behavior. Students who are having issues in the classroom, or who come into the school setting in the morning with problems from home/neighborhood, are given the opportunity to "RESET" their day. We give them an opportunity to reflect on the behavior, complete an assignment connected to the behavior, and then return to class when they are ready to start over. Through this process, we have seen In School Suspensions drop from 34 in 2018/2019 to 10 in 2019/2020, and Out of School Suspensions drop from 55 in 2018/2019 to 15 in 2019/2020.
Our PBIS program also offers incentives (Bucket Tickets) for students when they are filling the emotional buckets of their teachers and classmates by following our classroom and school-wide expectations. Tickets are then entered into a weekly drawing for prizes.
Our PBIS Coach also reaches out to the parents of students who need her support to get through the school day. When teachers call for assistance with a student, she calls the parent to talk about the situation. Not all students who need to RESET need a referral, but they all get a call home.

Part IV: Positive Culture & Environment
A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Warrington Elementary provides opportunities throughout the year for all stakeholders to provide input concerning the school's culture and environment, including scheduled School Advisory Council meetings, a beginning of the year Title 1 meeting, and surveys.
One of our goals in building the school culture is to become a school that operates from a non-punitive standpoint. While there are times when behavior might warrant more stringent consequences, we strive to meet problems with solutions, not punishment. We are teaching our students that mistakes are inevitable and that it is acceptable to admit to those mistakes.
We have continued to use our RESET room as a place where students can go at the start of the day, before they ever go to class, if they need to process something that is not school related in order to be able to move forward and have a successful day at school. It is also a place where students go if they have had an

issue during the school day that requires them to have a break from their classroom. Once there, students are asked

to complete a reflection on their behavior/choices and then they are given the opportunity to talk about what happened and discuss other options/solutions that might have had a better, more positive outcome. The concept of resetting has allowed us to teach students that mistakes can have value if we allow ourselves to learn from them, and that it is alright to admit or "own" our mistakes, choices, and behavior.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Administration: Encourage teachers to hold students to high standards of behavior and to recognize students for their efforts.
Teachers: Encourage students to follow the guidelines, rules, and procedures at school and to admit to mistakes. Be firm but caring in dealing with students when they make mistakes and help them develop an understanding of what it means to learn form a mistake: to find a better solution to the problem that they can use the next time.
Students: Understand that we all make mistakes and that mistakes are lessons and if we accept our mistakes and admit to them, we can learn from them.
Families: Support your students as they learn through their mistakes.
Community members: Help us celebrate our students successes.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$116,596.78
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	310-Professional and Technical Services	0551 - Warrington Elementary School	UniSIG	1.0	$80,000.00
		Notes: Warrington ES UniSIG: Focus 1, 2, 3, & 4: External Operator Consulting Contract with The Rensellearville Institute to support administration, academic coaches, teachers, and students (100 day contract = $160,000) (UniSIG covers 1/2 of $160,000) (Escambia District General Funds covers 1/2 of $160,000)				
	5100	520-Textbooks	0551 - Warrington Elementary School	UniSIG	1.0	$13,363.00
		Notes: Warrington ES UniSIG: Focus 1: Instructional Practice: ELA: Supplemental HMH Into Reading Teacher Editions for ESE Support teachers- Grade K-5. (3 sets x 6 grade levels x $735 +10% shipping)				
	5100	520-Textbooks	0551 - Warrington Elementary School	UniSIG	1.0	$1,617.00
		Notes: Warrington ES UniSIG: Focus 1: Instructional Practice: ELA: Supplemental HMH My Teaching Pal Teacher Editions for ESE Support Teachers- Grade 1 to 5. (2 sets x 5 grade $147 + 10% shipping)				
	5100	520-Textbooks	0551 - Warrington Elementary School	UniSIG	1.0	$2,148.00
		Notes: Warrington ES UniSIG: Focus 1: Instructional Practice: ELA: Supplemental HMH Into Reading Supplemental Student Support Table Top Tool Kit for ESE Teachers- Grade K to 5. (2 sets x 5 grade levels x $162.75 +10% shipping)				
	5100	520-Textbooks	0551 - Warrington Elementary School	UniSIG	1.0	$922.00

			Notes: Warrington ES UniSIG: Focus 1: Instructional Practice: ELA: Patterns of Power supplemental grammar instruction book to support teaching conventions and sentence writing. (10 packs x 2 x $419 +10% shipping)			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$6,635.00
			Notes: Warrington ES UniSIG: Focus 1, 2, 3, & 4: Office supplies to support instruction (examples include copy paper, pencils, notebooks, folders, markers, highlighters, dry erase markers, whiteboards). The amount is below the 5% cap.			
	5100	369-Technology-Related Rentals	0551 - Warrington Elementary School	UniSIG	1.0	$4,800.00
			Notes: Warrington ES UniSIG: Focus 1, 2, 3, & 4: Nearpod Software Licences (virtual delivery platform to support student engagement and understanding during instruction)			
	6400	310-Professional and Technical Services	0551 - Warrington Elementary School	UniSIG	1.0	$450.00
			Notes: Warrington ES UniSIG: Focus 1, 2, 3, & 4: Nearpod Software Training for teachers (2 hour session to learn how to use Nearpod a virtual delivery platform to support student engagement and understanding during instruction)			
	5100	644-Computer Hardware Non-Capitalized	0551 - Warrington Elementary School	UniSIG	1.0	$4,410.00
			Notes: Warrington ES SIP Focus 1, 2, & 3: IPADS for small group instruction in the K-2 classroom (15 IPADS x 294)			
	5100	519-Technology-Related Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$1,785.00
			Notes: Warrington ES SIP Focus 1, 2, & 3: Apple pencils to utilize with IPADS during small group instruction in the K-2 classroom. (15 pencils x $119)			
	5100	519-Technology-Related Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$384.28
			Notes: Warrington ES SIP Focus 1, 2, & 3: IPAD Cases to utilize with IPADS during small group instruction in the K-2 classroom. (15 cases x $23.29 + 10% shipping)			
	5100	369-Technology-Related Rentals	0551 - Warrington Elementary School	UniSIG	1.0	$82.50
			Notes: Warrington ES SIP Focus 1, 2, & 3: Security Software to utilize with IPADS during small group instruction in the K-2 classroom. (15 licenses x $5.50)			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$6,545.18**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$4,182.10
			Notes: Warrington ES UniSIG: SIP Focus 2: Instructional Practice for Math: Calendar Math kits for grades K-2 to support a daily math routine encompassing the calendar to focus in on exploring and applying number sense. (Kindergarten- $422.40 x 3 classes) (1st Grade- $422.40 x 3 classes) (2nd Grade- $422.40 x 3 classes) (Shipping for Calendar Math- 10%)			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$738.10
			Notes: Warrington ES UniSIG: SIP Focus 2: Instructional Practice for Math: Number Talk books to support 3-5 teachers in implementing daily math routines encompassing mathematical discourse to focus in on exploring and applying number sense. (Number Talk: Number Sense: 10 books x $49.10) (Number Talk: Fractions and Decimals: 4 books x $45) Plus shipping at 10%			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$979.11

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			Notes: Warrington ES UniSIG: SIP Focus 2: Instructional Practice for Math: Flash Cards for K-5 students to support adding, subtracting, multiplying, and dividing fact fluency. (1 set = 1 box of adding, 1 box of subtraction, 1 box of multiplying, 1 box of dividing) (90 sets x $8.99) Plus 10% shipping			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$645.87
			Notes: Warrington ES SIP Focus 2: Instructional Practice for Math: Supplies to support open number line instruction in the K-5 classroom to teach fractions, operations, and algebraic thinking. Supplies include yarn, close pins, sentence strips, and index cards)			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$3,808.85**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$1,670.00
			Notes: Warrington ES UniSIG: SIP Focus 3: Instructional Practice for Science: Page Keely Formative Assessment book to support student discourse and writing in Science. (10 books x 4 volumes x 37.95 + shipping			
	5100	510-Supplies	0551 - Warrington Elementary School	UniSIG	1.0	$2,138.85
			Notes: Warrington ES UniSIG: SIP Focus 3: Instructional Practice for Science: Science supplies for the K-5 classroom to support abstract to concrete learning through labs.			
4	**III.A.**	**Areas of Focus: Culture & Environment: Student Attendance**				**$0.00**
					Total:	**$134,923.75**