2013-2014 SCHOOL IMPROVEMENT PLAN

Warrington Elementary School
220 N NAVY BLVD
Pensacola, FL 32507
850-453-7425
www.escambia.k12.fl.us

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	74%

School Grades History

2013-14	2012-13	2011-12	2010-11
F	D	D	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	1	Sam Foerster

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Warrington Elementary School

Principal

Peggy Tucker

School Advisory Council chair

Lorry Toomer

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Peggy Tucker	Principal
Jessica Bryan	Assistant Principal
Olivia Russell	Behavior Coach
Lisa Hale	ELA Coach
Kim Kirchharr	Media Specialist
Teresa Sanderson	Fourth Grade Level Chairperson
Kanisha White	Third Grade Level Chairperson
Carrie Young	Fifth Grade Level Chairperson
Kasi Rhyne	Math/Science Coach

District-Level Information

District

Escambia

Superintendent

Mr. Malcolm Thomas

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Peggy Tucker- Principal
Jessica Bryan- Assistant Principal
Lorry Toomer- Chairperson
34% - White
58%- Black
8%- Hispanic
Free and Reduced Lunch- 82%

Involvement of the SAC in the development of the SIP

A meeting was held on September 25, 2013 to discuss SIP goals and strategies for the 2013-14 school year. Participants discussed ways to increase parental involvement and strategies to support classroom teachers.

Activities of the SAC for the upcoming school year

SAC members will participate in all parental involvement activities. At least one representative will be present during the parental activities. The SAC will meet once per month to discuss school-wide improvement goals and implement strategies to further student and teacher success in the classroom.

Projected use of school improvement funds, including the amount allocated to each project

During the first meeting a discussion was held detailing the use of SAC funds. At that point, the team decided to utilize SAC funds for the purchase of batteries and new radios to aid with classroom communication.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators
2

receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Peggy Tucker		
Principal	Years as Administrator: 20	Years at Current School: 17

Credentials	BA English, MEd Administration and Supervision K-12
Performance Record	Warrington Elementary received a D on the 2012 and 2013 FCAT 2.0. Warrington Elementary received a C on the 2010 and 2011 FCAT. Last year, Warrington Elementary's Reading Proficiency was 44%. Math Proficiency was 44%. Science proficiency was 57%. Writing proficiency was 35%. Reading learning gains were 55% and Math learning gains were 60%. Reading Lowest Quartile Gains were 47% and Math Lowest Quartile Gains were 57%.

Jessica Bryan		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	BA in Elementary Education and MEd in Educational Leadership K-12
Performance Record	Warrington Elementary received a D on the 2013 FCAT 2.0. Last year, Warrington Elementary's Reading Proficiency was 44%. Math Proficiency was 44%. Science proficiency was 57%. Writing proficiency was 35%. Reading learning gains were 55% and Math learning gains were 60%. Reading Lowest Quartile Gains were 47% and Math Lowest Quartile Gains were 57%.

Instructional Coaches

# of instructional coaches

2

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Kasi Rhyne		
Part-time / District-based	Years as Coach: 0	Years at Current School: 0
Areas	Mathematics, Science	
Credentials	AS: Dental Hygiene BS: Applied Science MEd: Curriculum and Instruction	
Performance Record	Proficiency in Science: 2011-12 59% 2012-13 47%	

Lisa Hale		
Part-time / District-based	Years as Coach: 3	Years at Current School: 3
Areas	Reading/Literacy	
Credentials	AS: Liberal Arts BA: Elementary and ESE K-6 MEd: Reading Specialist K-12 Post-Masters Degree: Educational Leadership	
Performance Record	Reading Gains: 2011-12 Lowest Quartile Gains 73% 2012-13 Lowest Quartile Gains 47%	

Classroom Teachers

# of classroom teachers

32

 # receiving effective rating or higher

0%

 # Highly Qualified Teachers

97%

 # certified in-field

31, 97%

 # ESOL endorsed

12, 38%

 # reading endorsed

7, 22%

 # with advanced degrees

17, 53%

 # National Board Certified

1, 3%

 # first-year teachers

4, 13%

 # with 1-5 years of experience

19, 59%

 # with 6-14 years of experience

13, 41%

 # with 15 or more years of experience

6, 19%

Education Paraprofessionals

# of paraprofessionals

21

 # Highly Qualified

21, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

- Create model classroom where selected faculty share expertise with peers.
- 30, 60, 90 day rounding
- Partner new teachers with veteran staff
- Provide relevant, high quality PD relating to CCSS

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

- Weekly meetings with Expert Teacher and New Teacher
- Monthly meeting with Administration and Instructional Coaches
- Paired with common grade level/content area teachers

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The team meets on a regular basis to engage in the following activities: Review screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or high risk for not meeting benchmarks. Based on the above information, the team will identify Professional Development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal/Assistant Principal/Guidance Counselor/Behavior Coach: Provides a common vision for the use of data-based decision making, ensures that the school based team is implementing RtI , conducts assessments of RtI skills of the school staff, and communicated with the parents regarding school-based RtI plans and activities.
General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers Tier 1 instruction/Intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/ Instruction with Tier 2/3 activities.
ESE Teachers: Participates in the Tier process to provide support and strategies to the General Education teacher.
School Psychologist: Participates in the collection, interpretation, and data analysis of data; Facilitates development of intervention plans; and provides support for intervention for intervention, fidelity, and documentation.
Speech Teacher: Educates the team in the role that language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; and helps identify systemic patterns of student needs with respect to language.
Intervention Specialist: Participates in the Tire process to provide support and offer behavior interventions to all faculty and staff.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

After test scores have been released for the year, the RtI Leadership Team will meet to discuss the data. Other data to discuss is from the Tier 1, 2, and 3 meetings. Academic and social/emotional areas will be addressed and clear expectations for instruction will be made. The team will provide input to help develop the School Improvement Plan.
Baseline Data: Progress Monitoring and Reporting Network (PMRN) for Kindergarten FLKRS, Florida COmprehensive Assessment Test (FCAT 2.0), Discovery Education (DEA)
Progress Monitoring: Common Core Assessments, SRA Benchmark Assessments, Go Math Benchmark Assessments, Discovery Education Testing
Midyear: Discovery Education Testing, Go Math
End of the Year: Discovery Education, FCAT 2.0
Frequency of Data Days: Twice a month of data analysis with Data Team and weekly RtI with Linsay Whitley, Guidance Counselor.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

After test scores have been released, the team will meet to discuss the data. Data Analysis sheets will be utilized by teachers to disseminate whole class data and by students to track individual data. ELA Coach will assist with data monitoring sheets and small group instruction. Other data to discuss is from the Tier 1, 2, and 3 meetings. Academic and social/emotional areas will be addressed and clear expectations for instruction will be made. The team will provide input to help develop the School Improvement Plan.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Continuing professional development will be provided by content specialists during teachers common planning time. Small sessions will be held throughout the year on topics such as instructional strategies, graphing and appropriate documentation as the need arises. The RtI team will also evaluate additional staff Professional Development needs during the RtI Leadership Team Meetings.
Discovery Education Training will be provided to all staff with regards to reading and interpreting report summaries. Discovery Education Data Chats will occur between teachers and students, as well as between teachers and the RtI Leadership Team.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,800

Students will participate in after school programs that provide enrichment and tutorial activities. Lego Club, Titanic Experience, Sunshine Math, Battle of the Books, and FCAT 2.0 Prep will be the programs offered for the 2013-2014 school year.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

DE Assessments, Pre and Post Tests from programs, and FCAT 2.0

Who is responsible for monitoring implementation of this strategy?

Peggy Tucker, Principal
Jessica Bryan, Assistant Principal
Kim Kirchharr, Afterschool Coordinator

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Peggy Tucker	Principal
Jessica Bryan	Assistant Principal
Lisa Hale	ELA Coach
Teresa Sanderson	4th Grade Teacher
Erica Niedermayer	2nd Grade Teacher
Lisa McCandless	1st Grade Teacher
Valeria Britt	K-2 Inclusion Teacher
Dynita Padgett	1st Grade Teacher
Faye Harter	Kindergarten Teacher

How the school-based LLT functions

The Literacy Leadership Team will meet monthly. The role of the Literacy Leadership Team is to build capacity of reading throughout the school. Two PLC Groups will be started with various Literacy Leaders at different grade levels regarding best practices in literacy and Quality Questioning for engagement and questioning strategies.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team are as follows: Planning school activities that will aid in increasing students vocabulary. The ELA Coach, along with principal or assistant will meet with grade levels weekly to discuss data and using data to help drive instruction. The team will provide

teachers with professional development and resources to understand data and connecting corresponding strategies to DEA Data.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

N/A

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

Each Spring, Pre-Kindergarten students and their parents are invited to a Transition Visit. The morning is spent visiting in the Kindergarten classes and touring the school. The visit concludes with milk and cookies served in the cafeteria. Kindergarten students are screened within the first month of school. The readiness assessments provide valuable information regarding the need for instruction or intervention in academic and social areas. A Kindergarten checklist guides instruction an student progress.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	47%	No	54%
American Indian		0%		
Asian	43%	0%	No	48%
Black/African American	39%	41%	Yes	45%
Hispanic	58%	38%	No	63%
White	58%	54%	No	62%
English language learners	36%	27%	No	42%
Students with disabilities	38%	38%	Yes	45%
Economically disadvantaged	48%	46%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	43	20%	28%
Students scoring at or above Achievement Level 4	39	18%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	100	55%	61%
Students in lowest 25% making learning gains (FCAT 2.0)	16	47%	52%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	40%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		28%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		25%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	*[data excluded for privacy reasons]*		0%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	19	29%	35%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	50%	37%	No	55%
American Indian				
Asian	48%	43%	No	54%
Black/African American	48%	29%	No	53%
Hispanic	51%	45%	No	56%
White	56%	42%	No	60%
English language learners	39%	26%	No	45%
Students with disabilities	46%	29%	No	51%
Economically disadvantaged	50%	35%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	45	21%	35%
Students scoring at or above Achievement Level 4	24	11%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	82	44%	50%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	18	57%	62%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%
Middle school performance on high school EOC and industry certifications	*[data excluded for privacy reasons]*		0%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	20	25%	30%
Students scoring at or above Achievement Level 4	19	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		0%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	22		28
Participation in STEM-related experiences provided for students	218	34%	45%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	0	0%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	72	11%	8%
Students retained, pursuant to s. 1008.25, F.S.	51	8%	5%
Students who are not proficient in reading by third grade	37	58%	50%
Students who receive two or more behavior referrals	76	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	33	5%	3%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	0	0%	0%
Students who fail a mathematics course	0	0%	0%
Students who fail an English Language Arts course	0	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	0	0%	0%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase percentage of parents present at parental involvement activities	35	35%	40%

Area 10: Additional Targets

Additional targets for the school

N/A

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
N/A	0	0%	0%

Goals Summary

G1.   Increase student engagement across content areas

Goals Detail

G1. Increase student engagement across content areas

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Lisa Hale- District ELA- Quality Questioning PLC/Writing PLC Questioning Strategies to increase student engagement. Implement the First 20 Days of Writing schoolwide.

- Dynita Padgett- Whole Brain Teaching PLC Teachers engage in Whole Brain Teaching strategies to increase student engagement and rigor in the classroom.

- Kim Gunn- District TSA for ELA- PD related to Common Core Shifts, including Collaborative Conversations, Close Reading, and Response to Text.

- Kasi Rhyne- District Math and Science Coach- PD relates to Common Core Shifts in Math and NGSSS.

- Master schedule revised to include 40 minute special area for common planning every day. The Special Area teachers will be working for a 40 minute block each day with Level 1 FCAT students.

- RtI Team- Assembled to ensure that all Level 1 and 2 FCAT students receive interventions throughout the entire school year to insure educational gains.

- Level 1 Mentoring Team- Teachers will pair with Level 1 FCAT students to increase motivation and student gains.

Targeted Barriers to Achieving the Goal

- Teacher expertise

Plan to Monitor Progress Toward the Goal

CWT- Effective/ Needs Improvement CWT- School-Wide evidence of strategy implementation Data from Discovery Education and FCAT 2.0- Continuous evidence of student growth throughout the school year 2013-14 Debriefing- Meeting with teachers to reflect and discuss possible strategies for improvement and/or maintaining success

Person or Persons Responsible

Peggy Tucker- Principal Jessica Bryan- Assistant Principal

Target Dates or Schedule:

Discovery Education Data - Upon Assessment Completion FCAT 2.0 Assessment Data- End of Year

Evidence of Completion:

Student will show increase in gains as per Discovery Education, throughout the school year FCAT 2.0 scores will meet District Level proficiency levels Increased number of Teachers Effective/Highly Effective

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student engagement across content areas

G1.B4 Teacher expertise

G1.B4.S1 PLC- Professional Learning Community specifically targeted to school improvement goal of increasing engagement.

Action Step 1

Quality Questioning Book Study and PLC group Coaching Cycles Lesson Study Visible Learning with Verna Smith

Person or Persons Responsible

Lisa Hale- District ELA Coach

Target Dates or Schedule

Monthly Meeting with Teachers

Evidence of Completion

Reflection Logs Follow-up with ELA Coach CWT- Evidence of Strategy Implementation

Facilitator:

Lisa Hale

Participants:

Classroom Teachers

Action Step 2

Common Core and NGSSS Training Coaching Cycles Higher Order Thinking Questions

Person or Persons Responsible

Kasi Rhyne- District Math and Science Coach

Target Dates or Schedule

Monthly Meeting with Teachers

Evidence of Completion

Reflection Logs Follow-Up with Math/Science Coach CWT- Evidence of Strategy Implementation

Facilitator:

Kasi Rhyne

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Administration will conduct weekly CWT Observation of PLC group meetings

Person or Persons Responsible

Peggy Tucker- Principal Jessica Bryan- Assistant Principal Lisa Hale- District ELA Coach Kaci Rhyne- District Math and Science Coach

Target Dates or Schedule

Weekly

Evidence of Completion

Increased student engagement in the classroom Higher Discovery Education Assessment scores Higher FCAT 2.0 scores

Plan to Monitor Effectiveness of G1.B4.S1

Discovery Education Assessment Data- Increased Student Scores FCAT 2.0 Assessment Data- Increased Student Scores Increased engagement in the classroom setting Less discipline referrals

Person or Persons Responsible

Peggy Tucker- Principal Jessica Bryan- Assistant Principal Data Power Team (Assistant Principal and Grade Level Chairs)

Target Dates or Schedule

Monthly Meetings with Data Power Team Review of CWT Data

Evidence of Completion

Discovery Education Assessment Data FCAT 2.0 Assessment Data RtIB Data (Behavior/Referrals)

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A:
Services are provided to ensure students requiring additional remediation are assisted by hiring two Teacher Assistants, a Curriculum Coordinator and a Technology Specialist. Additional funds will be used to purchase student supplies, technology, and transportation for an afterschool tutoring program for struggling students.

Title I, Part C- Migrant:
After thorough checking of the Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are 27 Migrant students at Warrington Elementary. We are providing the following services to these students: Instruction in all required academic areas, interpreters, home support services.

Title I, Part D:
Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title 1 office.

Title II:
Professional development is offered at both the school and district level. Please see each goal area for specific professional development activities (inservice education).

Title III:
Services English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school-based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is an ESOL Center and we serve 43 children in Grades K-5.

Title X- Homeless:
The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and and appropriate education. This program in overseen by the District Title I office. At Warrington Elementary, we identified 6 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI):
Warrington Elementary will receive 9,103.00 for 2014. The funds will be used for extra pay and supplies to implement an afterschool tutoring program for struggling students in reading, math, and science.

Violence Prevention Programs:
The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling, and classroom discussion. Red Ribbon Week is held in October with school-wide activities and guest speakers. Through our school's Behavior Management Plan, we provide training for faculty, staff, and students regarding bullying. The Jeffrey Johnston Stand Up for All Students Act requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school- sponsored events and through school computer networks.

Nutrition Programs:
Our school is committed to offering nutritional choices in the cafeteria. This includes salad bar, ala carte items, and self serve options. Our schools is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding at select sites. Additional programs and staff will address the obesity issue, especially in elementary age children.

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

Head Start:
The Head Start Program is overseen by the Title Prekindergarten Office. We do not a house a Head Start at Warrington Elementary.
Adult Education:
Evening programs are offered at all our high schools. A "Second CHance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.
CTE:
N/A
Job Training:
N/A

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student engagement across content areas

G1.B4 Teacher expertise

G1.B4.S1 PLC- Professional Learning Community specifically targeted to school improvement goal of increasing engagement.

PD Opportunity 1

Quality Questioning Book Study and PLC group Coaching Cycles Lesson Study Visible Learning with Verna Smith

Facilitator

Lisa Hale

Participants

Classroom Teachers

Target Dates or Schedule

Monthly Meeting with Teachers

Evidence of Completion

Reflection Logs Follow-up with ELA Coach CWT- Evidence of Strategy Implementation

PD Opportunity 2

Common Core and NGSSS Training Coaching Cycles Higher Order Thinking Questions

Facilitator

Kasi Rhyne

Participants

Classroom Teachers

Target Dates or Schedule

Monthly Meeting with Teachers

Evidence of Completion

Reflection Logs Follow-Up with Math/Science Coach CWT- Evidence of Strategy Implementation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement across content areas	$6,603
	Total	$6,603

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I	$6,603	$6,603
Total	$6,603	$6,603

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student engagement across content areas

G1.B4 Teacher expertise

G1.B4.S1 PLC- Professional Learning Community specifically targeted to school improvement goal of increasing engagement.

Action Step 1

Quality Questioning Book Study and PLC group Coaching Cycles Lesson Study Visible Learning with Verna Smith

Resource Type

Professional Development

Resource

Course books Consultant fee

Funding Source

Title I

Amount Needed

$6,603