Warrington Preparatory Academy

2022-23 Schoolwide Improvement Plan

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Warrington Preparatory Academy

450 S OLD CORRY FIELD RD, Pensacola, FL 32507

www.escambiaschools.org

Demographics

Principal: Foster

Start Date for this Principal: 6/16/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: D (37%) 2018-19: D (40%) 2017-18: D (39%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	[Rachel Heide](#)
Turnaround Option/Cycle	N/A
Year	YEAR 1
Support Tier	IMPLEMENTING
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	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	Yes	80%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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.

Warrington Middle School believes all students can learn and be successful in middle school. Our purpose is to create a learning environment which will enable each student to understand that learning is a life long process. The faculty is committed to providing rigorous academic courses that challenge students in order to prepare them for high school, college and the workforce. The Rocket Team strives be people of purpose, doing worthwhile work, and making a difference…Every Student...Every Day…Whatever It Takes!

Provide the school's vision statement.

The vision of Warrington Middle School is to connect teachers and students with a systematic and comprehensive instructional environment that combines rigorous and relevant curriculum. Warrington Middle School students work collectively, take responsibility for their actions, and challenge each other to become successful life long learners, through social emotional development and academic achievement.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Wilson, Denny	Principal	The role of the principal is to develop and implement school systems to support instruction, facilities, operations, and student well being. Mr. Wilson will oversee the daily management of staff, data, and evaluate instruction to ensure students are receiving appropriate instruction.
Green, Adrienne	Assistant Principal	Mrs. Green is the assistant principal over curriculum and instruction. She supports core content areas. Mrs. Green supports the school-based coaches to monitor implementation of planning and impact on student achievement. She reviews data with the principal and the coaches to determine next steps in instruction.
Griffin, Travis	Assistant Principal	Dr. Griffin support facilities and operations at Warrington. He ensures the environment is safe and inviting for all stakeholders. Dr. Griffin supports the behavior teams for student discipline, transition meetings, and the school social worker to ensure the learning environment is conducive for learning.
Wiggins, Sharde	Instructional Coach	Mrs. Wiggins' role is to support ELA/Reading/Writing teachers in the understanding of standards, planning, implementation of planning, student data, and instructional practices. Mrs. Wiggins also supports teachers through the coaching cycle.
Anderson, Patricia	Instructional Coach	Mrs. Anderson's role is to support science teachers in the understanding of standards, planning, implementation of planning, student data, and instructional practices. Mrs. Anderson also supports teachers through the coaching cycle.
Cooper, Donald	Instructional Coach	Mr. Cooper's role is to support math teachers in the understanding of standards, planning, implementation of planning, student data, and instructional practices. Mr. Cooper also supports teachers through the coaching cycle.
Ford, Rodney	Dean	Mr. Ford's role is to support the behavior team and Dr. Griffin to ensure students are safe and able to learn in the classroom. Mr. Ford and Mr. Laster oversee the behavior coaches and supports them in providing training for teachers that will enable more students to stay within the classroom instead of being removed due to disruptive behaviors. Mr. Ford works with the school social worker to ensure barriers at home that impact student behavior can be mitigated such as providing food, clothing, parental supports.
Laster, Darreyel	Dean	Mr. Laster's role is to support the behavior team and Dr. Griffin to ensure students are safe and able to learn in the classroom. Mr. Laster and Mr. Ford oversee the behavior coaches and supports them in providing training for teachers that will enable more students to stay within the classroom instead of being removed due to disruptive behaviors. Mr. Laster works with the

Name	Position Title	Job Duties and Responsibilities
		school social worker to ensure barriers at home that impact student behavior can be mitigated such as providing food, clothing, parental supports.
Lovely, Caleb	Other	Mr. Lovely ensures the environment is safe and inviting for all stakeholders. Mr. Lovely supports the behavior team for student discipline and provides professional development for teachers. Mr. Lovely oversees the implementation of the PBIS plan for Warrington. Mr. Lovely works closely with the social social worker to meet the individual needs of students. Mr. Lovely monitors the routines and procedures that have developed to ensure the learning environment is conducive for learning.

Demographic Information

Principal start date

Wednesday 6/16/2021, Foster

Number of teachers with a 2022 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.*

1

Number of teachers with a 2022 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.*

7

Total number of teacher positions allocated to the school

50

Total number of students enrolled at the school

602

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

14

Identify the number of instructional staff who joined the school during the 2022-23 school year.

18

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	0	0	0	0	0	0	209	199	190	0	0	0	0	598
Attendance below 90 percent	0	0	0	0	0	0	111	102	79	0	0	0	0	292
One or more suspensions	0	0	0	0	0	0	54	101	87	0	0	0	0	242
Course failure in ELA	0	0	0	0	0	0	26	15	3	0	0	0	0	44
Course failure in Math	0	0	0	0	0	0	44	15	4	0	0	0	0	63
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	95	92	111	0	0	0	0	298
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	134	103	115	0	0	0	0	352
Number of students with a substantial reading deficiency	0	0	0	0	0	0	115	61	77	0	0	0	0	253

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	0	0	0	113	121	93	0	0	0	0	327

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	1	4	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	10	11	8	0	0	0	0	29

Date this data was collected or last updated

Tuesday 8/16/2022

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	0	0	0	0	0	0	303	237	243	0	0	0	0	783
Attendance below 90 percent	0	0	0	0	0	0	175	68	78	0	0	0	0	321
One or more suspensions	0	0	0	0	0	0	42	59	59	0	0	0	0	160
Course failure in ELA	0	0	0	0	0	0	67	16	35	0	0	0	0	118
Course failure in Math	0	0	0	0	0	0	108	14	19	0	0	0	0	141
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	137	92	139	0	0	0	0	368
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	176	132	141	0	0	0	0	449
Number of students with a substantial reading deficiency	0	0	0	0	0	0	68	48	84	0	0	0	0	200

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	0	0	0	0	0	114	31	48	0	0	0	0	193

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	0	0	0	0	0	0	14	13	17	0	0	0	0	44
Students retained two or more times	0	0	0	0	0	0	26	15	13	0	0	0	0	54

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	0	0	0	0	0	0	303	237	243	0	0	0	0	783
Attendance below 90 percent	0	0	0	0	0	0	175	68	78	0	0	0	0	321
One or more suspensions	0	0	0	0	0	0	42	59	59	0	0	0	0	160
Course failure in ELA	0	0	0	0	0	0	67	16	35	0	0	0	0	118
Course failure in Math	0	0	0	0	0	0	108	14	19	0	0	0	0	141
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	137	92	139	0	0	0	0	368
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	176	132	141	0	0	0	0	449
Number of students with a substantial reading deficiency	0	0	0	0	0	0	68	48	84	0	0	0	0	200

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	0	0	0	0	0	114	31	48	0	0	0	0	193

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	0	0	0	0	0	0	14	13	17	0	0	0	0	44
Students retained two or more times	0	0	0	0	0	0	26	15	13	0	0	0	0	54

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	21%	42%	50%				25%	48%	54%
ELA Learning Gains	31%						40%	52%	54%
ELA Lowest 25th Percentile	22%						40%	45%	47%
Math Achievement	25%	33%	36%				21%	46%	58%
Math Learning Gains	48%						33%	47%	57%
Math Lowest 25th Percentile	49%						35%	43%	51%
Science Achievement	21%	43%	53%				33%	43%	51%
Social Studies Achievement	26%	50%	58%				52%	58%	72%

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
06	2022					
	2019	23%	42%	-19%	54%	-31%
Cohort Comparison						
07	2022					
	2019	23%	43%	-20%	52%	-29%
Cohort Comparison		-23%				
08	2022					
	2019	33%	50%	-17%	56%	-23%
Cohort Comparison		-23%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	17%	36%	-19%	55%	-38%
Cohort Comparison						
07	2022					
	2019	23%	50%	-27%	54%	-31%
Cohort Comparison		-17%				
08	2022					
	2019	15%	21%	-6%	46%	-31%
Cohort Comparison		-23%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	38%	42%	-4%	48%	-10%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	54%	54%	0%	71%	-17%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	63%	52%	11%	61%	2%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	1	10	12	9	35	37		6			
ELL	23	9		15	25						
BLK	15	27	21	16	43	46	13	18	88		
HSP	36	37	9	42	56		39	46	92		
MUL	33	38		30	53		27	27			
WHT	33	38	31	48	65	79	37	42	82		
FRL	20	30	23	23	47	50	17	22	89		
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	13	22	21	14	31	35	20	5	100		
ELL	17			8							
BLK	16	24	18	9	23	39	11	16	93		
HSP	38	44		38	27		38	47	80		
MUL	30	35		21	38		29	31	80		
WHT	36	46	59	35	37	53	48	47	69		
FRL	22	30	25	16	27	40	19	26	86		
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	11	29	32	13	29	29	15	33	80		
ELL	10	10			30						
BLK	17	34	37	13	29	31	21	46	80		
HSP	35	38		33	46		36	77			
MUL	42	58	40	33	44		62	50			
WHT	38	52	58	38	41	44	58	64	84		
FRL	23	38	40	19	32	34	34	50	81		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	9
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	18
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	2
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

While there was an increase in overall points from 21 to 22, ELA proficiency, ELA lower quartile, science proficiency, and civics proficiency dropped. Proficiency has not been above 25% in multiple years for both ELA and math. This is significantly impacting all areas including science and Civics because the students reading level is very low. The school has had a historically high level of level one students. In 2022, 50% of students were level 1 in ELA and 60% of students were level 1 in Math.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest needs for improvement are proficiency rates in ELA (21%), Math (25%), Science (21%), and Civics (26%). 7th grade ELA (17%) and Math (20%) proficiency was the lowest performing grade level.

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

7th grade had substitutes the majority of the year in ELA and math. The school also had a resource alignment issue because the district adopted B.E.S.T curriculum that was not aligned to the MAFS or LAFS standards. This increased the difficulty in planning for Tier I instruction. Therefore, students did not have access to high quality instruction or resources that mirrored the level of the standard.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Algebra of 2022 showed the greatest grown from 2021 to 2022. Algebra was 76% proficiency, a 26 point gain and 82% learning gains, a 42 point gain. Unfortunately the number of students qualifying to be in Algebra was significantly smaller compared to those students who were level 1's and 2's that went into Pre-Algebra. This meant that the increase did not assist the 8th grade math proficiency enough to bring it up. The math learning gains also increased to 48% which was a 21 point gain.

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

The Algebra teacher and 6-8th math teachers worked with district specialists throughout the year aligning her instruction to standards and ensured the resources utilized were from the district. The teachers and district specialists pushed in doing small group that was focused around Tier 1 instruction and review from the year for the last 16 weeks of school before testing.

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

Teachers will plan for an hour before the school day begins with school-based coaches three days a week and be given support by the district specialists 1 day per week. The focus of the planning will be on Tier 1 and differentiated Tier 1 instruction identifying the standard, learning targets, resources, and student discussion techniques. The leadership will be having regular data chats with teachers and teachers will be having data chats with students on a monthly basis. The leadership team along with the district and state team will walk weekly to ensure the implementation of PD, planning, Tier 1 instruction, and other school initiatives.

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.

The professional development will include training on the BEST benchmarks, new math curriculum, behavior, co-teaching model, evidence-based strategies for the core-content areas, and data chats. Planning with school-based coaches will focus on understanding the benchmarks, resource alignment, evidence-based strategies integration, misconceptions, and student productive struggle.

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

Warrington Middle School will transition to a charter school for the 23-24 school year. The professional development, planning, data meetings, classroom walks, and feedback will build the capacity of teachers to impact students at their new schools for the 23-24 year.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	School grade data and BSI walks indicated a need for explicit and intentional leadership support to implement feedback strategies that result in quality benchmark aligned instruction. The school will implement Get Better Faster (GBF) Observation and Feedback practices and action steps to improve benchmark aligned instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Get Better Faster Observation and feedback strategies will improve teacher practices that produce increased numbers of students performing on grade level (level 3) or above with a goal of 31% (ELA), 28% (math), 35% (Civics), 36% (science), and 80% (acceleration) on the end of the year state assessments and CTE certifications.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The School Transformation Office (STO) will be supporting the school-based leadership team to monitor the implementation of the observation and feedback system through monthly Principal meetings, and monthly classroom walks. Feedback about implementation will be provided through STO on a monthly basis.
Person responsible for monitoring outcome:	Hollie Wilkins (hwilkins@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	The leadership team will utilize a systematic observation and feedback structure. Through this system the leaders are able to provide immediate support for teachers to have a positive effect size on student academic achievement.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

This systematic approach for coaching teachers is a blend of directive and non-directive techniques. The focus is on small, specific, and focused moves and responses that have an immediate positive effect on student achievement. These are followed up by direct rehearsal and practice of the moves with the leader. The learning for the teachers is not rote or formulaic. It helps the teacher to anticipate and adjust to ensure learning is occurring. The objective is mindful behavior with management and rigor. Through the guidance of the BSI field team and the STO department, the school leadership team will be learning and implementing this system throughout the entire year receiving feedback from the STO and BSI teams.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Outline and monitor before-planning expectations (Identify understandings of the benchmark, review curriculum resources, solve assessment questions, review student learning data for prior learning). Administrators assigned to content areas will monitor during-planning expectations (What do the students need to do? How will you check for understanding? Create an exemplar of the student task. I do - We do - Ya'll do. Plan for independent practice.) After-planning monitoring will be a part of feedback discussions with identified teachers to include: pacing and time stamping of the lesson, accommodations required and purposeful differentiation, organization of materials, determine why or why not students were successful, and what reteaching needs to be delivered. Actions Steps discussed and agreed upon during feedback sessions will be documented and monitored with the use of the walk-through tracker tool.

Person Responsible Hollie Wilkins (hwilkins@ecsdfl.us)

Attend structured planning with STO/District coaches and school-based coaches utilizing a planning protocol to align Tier 1 instruction to the explicit intent of the standards. (Review benchmarks, identify practice, sequence the instructional strategies, determine tasks and item progression, and practice and solve benchmark aligned tasks and questions).

Person Responsible Hollie Wilkins (hwilkins@ecsdfl.us)

Schedule weekly classroom walks for identified teachers/ grade levels to monitor implementation of planning.

Person Responsible Hollie Wilkins (hwilkins@ecsdfl.us)

Conduct weekly classroom walk (when needed utilize coach/specialist to calibrate walk) and identify an action step from Get Better Faster (GBF) for teacher based on GBF waterfall and schedule feedback meeting with teacher. (Utilize GBF waterfall, plans, and video lesson)

Person Responsible Hollie Wilkins (hwilkins@ecsdfl.us)

Write feedback script (GBF script protocol- See it, Name it, Do it)- utilize coach/specialist to support script writing.

Person Responsible Hollie Wilkins (hwilkins@ecsdfl.us)

Meet with identified teacher for feedback meeting (follow GBF feedback meeting protocol) to discuss, practice, and stamp learning for teacher action step and schedule follow up classroom walk.

Person Responsible   Hollie Wilkins (hwilkins@ecsdfl.us)

Conduct follow up classroom walks to identify implementation of action steps, provide feedback to teacher, and determine if action step will be continued or changed based on data.

Person Responsible   Hollie Wilkins (hwilkins@ecsdfl.us)

Document teacher action steps, classroom observations, feedback meeting scripts, and notes on teacher tracker for stakeholder alignment. (School-based admin, coaches/ specialist, district, BSI)

Person Responsible   Hollie Wilkins (hwilkins@ecsdfl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	2021-22 FSA performance data indicated a proficiency of 21% in ELA, 25 % proficiency in Math, 21% proficiency in Science, 26% proficiency, and a 87% proficiency acceleration score. The data indicates a need for quality planning to support standards-aligned instruction. Also, a remedial teacher will support benchmark-based instruction and credit recovery for overage students in core academic courses.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The school will increase the number of students performing on grade level (level 3) or above with a goal of 31% (ELA), 28% (math), 35% (civics), 36% (science), and 80% (acceleration) on the end of the year state assessments and CTE certifications. The gap between students with disabilities and their peers will decrease with a goal of 22% (ELA) and 20% (math), 26% (civics), and 26% (science) performing on grade level (level 3) or above. The gap between black students and their peers will decrease with a goal of 28% (ELA), 23% (math), 32% (civics), and 32% (science) performing on grade level (level 3) or above. The gap between English Language Learners and their peers will decrease with a goal of 35% (ELA) and 24% (math) performing on grade level (level 3) or above. The gap for economically disadvantaged students and their peers will decrease with a goal of 31% (ELA), 28% (math), 33% (civics), and 34% (science) performing on grade level (level 3) or above. The gap for multiracial students and their peers will increase to a positive gap with a goal of 43% (ELA), 35% (math), 36% (civics), and 42% (science) performing on grade level (level 3) or above.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The data metrics utilized to monitor the goal will be FAST, STAR, district quarterly assessments, and school-based assessments. 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 acceleration, remediation or reteaching opportunities.
Person responsible for monitoring outcome:	Denny Wilson (dwilson2@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-	1. Students are given multiple opportunities to encounter and use academic vocabulary in natural contexts through listening, reading, speaking, and writing. 2. Provide direct and explicit comprehension strategy instruction in ELA, science, and civics. 3. Provide opportunities for extended discussion of text meaning and interpretation.

based strategy being implemented for this Area of Focus.	4. Utilize writing for a variety of purposes to include conveying information, justifying opinions and view points, enhancing understanding of text, and sharing personal ideas and experiences. 5. Expose students to multiple problem-solving strategies (math). 6. Teach students how to use visual representations (math). 7. Connect and integrate abstract and concrete representations of concepts in science, math, and civics
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to Adolescent Literacy: Effective Classroom and Intervention Practices from What Works ClearingHouse, providing direct and explicit comprehension strategies, and opportunities for extended discussion shows positive impact on achievement. According to the Teaching Secondary Students to Write Effectively from What Works ClearingHouse, utilizing writing for a variety of purposes shows positive impact on achievement. According to 10 Key Vocabulary Strategies For All Students from The University of Texas at Austin/The Meadows Center giving multiple opportunities to encounter and use academic vocabulary shows a positive impact on achievement. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse found on What Works Clearinghouse, explicit mathematical representation proved to have a positive effect size on achievement. According to Improving Mathematical Problem Solving in Grades 4 Through 8 found on What Works Clearinghouse, explicit word problem instruction proved to have a positive effect size on achievement.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The leadership team will meet with teachers to discuss FSA and prior year data for overall population and specific subgroups. The leadership team will analyze data metrics from STAR, district progress monitoring and meet with teachers twice a month and teachers will conduct data chats with students monthly.

Person Responsible	Denny Wilson (dwilson2@ecsdfl.us)

Professional development embedded in planning will include implementation of the new math curriculum, comprehension strategies, vocabulary, writing, student discourse, multiple problem solving strategies, use of visual representations, mathematical language, abstract to concrete connections in science with lab integration, usage of primary and secondary sources in civics, and co-teaching model for ESE teachers and data analysis to support MTSS PD.

Person Responsible	Denny Wilson (dwilson2@ecsdfl.us)

Structured planning with school-based coaches will occur 2 times a week. School-based leadership team will utilize a planning protocol to align Tier 1 instruction to the explicit intent of the standards. Teachers will have unstructured planning daily both semester 1 and 2 where they will focus developing the components outlined in the plan.

Person Responsible	Denny Wilson (dwilson2@ecsdfl.us)

In-depth coaching will be provided to teachers based on qualitative and quantitative data points. The coaching will be focused around content knowledge, SIP evidence-based strategies, and instructional practices. The coaching will be monitored by the School Leadership Team and District Content Specialist to determine the on-going coaching cycle.

Person Responsible	Denny Wilson (dwilson2@ecsdfl.us)

The leadership team will conduct classroom walks on a weekly basis in the core content areas to monitor the implementation of the professional development and planning outcomes. The leadership team will provide feedback to teachers and determine coaching support based on the data metrics and classwalks. The team will determine future instructional practices and identify needs for remediation or reteaching opportunities based on the qualitative and quantitative data.

Person Responsible   Denny Wilson (dwilson2@ecsdfl.us)

#3. Positive Culture and Environment specifically relating to Attendance and Behavior	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The 2021-22 school year's attendance and discipline data reflected chronic patterns of poor attendance and significant Office discipline referrals. During the 2021-22 school year, 48% of students were absent 5 or more days, and there were 978 Office discipline referrals. These patterns represent a loss of instructional and learning opportunities for students. As a result, the leadership team will participate in several professional development training to address and reduce barriers impacting attendance and discipline. The Emotional Poverty Training provides tools for educators to manage and reduce anger, anxiety, and avoidance. The Restorative Justice Training will provide training for the leaders to implement practices for engaging with students, staff, and parents to resolve conflicts within and outside of the classroom. In addition, the Restorative Justice Train the Trainer Certification will allow the leadership team to train other staff members over time. The Innovative School Summit will provide a range of staff members an opportunity to learn about new insights and strategies for reaching and teaching PK-12 students.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students absent 5 or more days will decrease from 48% (school year 2021-22) to 24% and the total number of Office discipline referrals 978 (school year 2021-22) will decrease to 587 (40%) in the 2022-2023 school year, as measured by, Focus data. Economically Disadvantaged, SWD and Black student subgroups will also increase ADA by decreasing students absent 5 or more days and reducing percentage receiving office discipline referrals. Warrington Middle School currently has 31 students that have been retained two or more times (6th Grade = 10, 7th Grade = 15, and 8th Grade = 6). The number of students involved in either the RtI-A or RtI-B process will increase for those students who have been retained two are more years. The guidance counselors for each grade level will ensure all teachers know which students in their classrooms have been retained multiple times. The leadership team, behaviors team, and ESE staff will identify the specific resources and interventions that are required for each of these retained students to make progress.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The behavior team (dean, behavior coaches, guidance counselors, ESE chair, and Dr. Griffin (Assistant principal over operations and facilities) will review discipline data (referrals) monthly. The behavior team will meet with teachers monthly to discuss this data and impacts on student behavior and the quality of the action plan's implementation to determine next steps for the coming month.
Person responsible for monitoring outcome:	Travis Griffin (tgriffin3@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being	1. Have a multitiered system in place that supports the behavioral practices—from the school-wide to the individualized levels. 2.Provide a a continuum of strategies to improve behavior that are based on high-quality research. Tier I- Routines for school-wide expectations, monitoring teacher implementation and student use of expectations. Tier II- Monthly social skill groups with behavior coaches and students. 3. School staff supports are put in place through professional development to include data

implemented for this Area of Focus.	driven professional development for behavior interventions, classroom management, and student behavior feedback.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	According to 10 Key Policies and Practices for Schoolwide and Classroom-Based Behavioral Supports from The University of Texas Meadows Center for Preventing Educational Risk, providing multitiered systems, implementation of student behavior strategies, and behavior professional development will lead to increased positive student behavior and decrease negative student behavior.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The behavior team will analyze PMDR data, PBIP's, ESE IEP's, and other behavior data. The team will meet with teachers at the beginning of the year to discuss student behavior and data directly tied to student disabilities pertaining to data. The team will then meet monthly with teachers to discuss data to inform next steps.

Person Responsible	Travis Griffin (tgriffin3@ecsdfl.us)

The behavior team will provide weekly professional development during semester 1 and twice a month during semester 2 with teachers focused on in-class behavior modifications to support positive student behaviors, student redirection, and ESE-PBIP accommodations.

Person Responsible	Travis Griffin (tgriffin3@ecsdfl.us)

The behavior coaches and guidance counselors will conduct small group student behavior sessions monthly for students that continue to exhibit behaviors that take them from the classroom instruction. These groups will focus on life-skills and behavior skills with students to enable students to implement them in their daily life and in the classroom.

Person Responsible	Travis Griffin (tgriffin3@ecsdfl.us)

The behavior coaches will identify individual teacher needs and coaching supports for teachers who continue to struggle with behavior and classroom management. The behavior coaches will utilize the coaching cycle- classroom observation, planning with teacher for behavior strategies, model and/or co-teach, debrief. This cycle will continue as needed and be finalized once further classroom visits determine the coaching can stop. The behavior coaches will provide daily updates on coaching supports in the daily stand-up.

Person Responsible	Travis Griffin (tgriffin3@ecsdfl.us)

The leadership team and behavior team will conduct campus and classroom walks focused on operations and conditions for learning, once a month to evaluate implementation and impact on student data. The

data gathered during these walks will be discussed with the behavior and leadership team to determine any required action steps.

Person Responsible   Travis Griffin (tgriffin3@ecsdfl.us)

The school navigator will help support behaviors by removing barriers that impede positive behavior and attendance. The navigator will provide resources such as uniforms, food, support for parents with utility bills, mental health counseling, coordination of travel for parents to get to medical appointments, school appointments, and family nights.

Person Responsible   Travis Griffin (tgriffin3@ecsdfl.us)

Each teacher will make at least one positive call home to each student within their classes once per month. The teacher will log these calls on a parent contact form.

Person Responsible   Travis Griffin (tgriffin3@ecsdfl.us)

The leadership team and behavior team will assess the implementation of the revised school-wide positive behavior plan for 2022-2023.

Person Responsible   Travis Griffin (tgriffin3@ecsdfl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Warrington Middle school will target the following activities to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students:

1. Workshops will be held quarterly to share updates about the culture of our school, provide opportunities for stakeholders to get involved, and allot time and space for meaningful conversations with our parents and other community members.
2. Provide families with social needs (food, clothing, housing, healthcare, etc.) referrals to the Navigator to access assistance.
3. Provide students with supportive mental health services through our guidance department and Children's Home Society (CHS) mental health counseling.
4. Teachers will be supported by school content coaches, and district specialist in planning standards-based lessons to ensure student access to high-quality content.
5. Warrington will implement a PBIS incentive program for students utilizing school-wide expectations.
6. Warrington behavior team will ensure that students are held accountable for actions using clear, consistent, and fair disciplinary procedures.

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

All steps in building a positive culture and environment will be overseen by the administrative team (D. Wilson, A. Green, T. Griffin, R. Ford, D. Laster, and C. Lovely).

1. Administrative team and school coaches will plan and participate in workshops and professional develop on culture and environment.
2. CHS Navigator will provide services to students and families and report monthly services to the administration.
3. The school guidance counselors and mental health counselor will provide services to students and report monthly services to the administration.
4. Content area specialists from the district, school ELA coach, school math coach, school science coach will collaborate with teachers. The administration will have an assigned content area to support (A. Green - math, A. Green - ELA, T. Griffin - science , and D. Wilson - civics). Additional support in planning and instructional walk-throughs will be provided by School Transformation Office personnel, Hollie Wilkins and Jenn Montoya.
5. PBIS system will be implemented by Caleb Lovely, PBIS resource teacher.
6. Dean Ford and Dean Laster, behavior coaches (D. Boman, A. McNay, J. Jackson), and C. Lovely will work with students and families on consequences and behavioral interventions, as well as providing monthly reviews of disciplinary incidents with the administrative team.