

Escambia County School District

Warrington Elementary School



2022-23 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
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* Black/African American Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (42%) 2018-19: D (38%) 2017-18: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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Warrington Elementary School

220 N NAVY BLVD, Pensacola, FL 32507

www.escambiaschools.org

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)
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	80%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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SIP Authority

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<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

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
Rose, Timothy	Principal	Oversee all functions of the school in an effort to create a culture of learning for all students.
Maloney, Katie	Assistant Principal	Support the principal in the overall functions of the school.
Harvey-Thomas, Sylvia	Other	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.
Sides, Paula	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 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.*

0

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.*

4

Total number of teacher positions allocated to the school

16

Total number of students enrolled at the school

302

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

8

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

7

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	63	50	39	66	36	41	0	0	0	0	0	0	0	295
Attendance below 90 percent	10	27	18	25	19	23	0	0	0	0	0	0	0	122
One or more suspensions	0	5	2	9	5	2	0	0	0	0	0	0	0	23
Course failure in ELA	0	3	4	5	0	1	0	0	0	0	0	0	0	13
Course failure in Math	0	0	2	3	3	3	0	0	0	0	0	0	0	11
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	13	8	24	0	0	0	0	0	0	0	45
Level 1 on 2022 statewide FSA Math assessment	0	0	0	12	14	22	0	0	0	0	0	0	0	48
Number of students with a substantial reading deficiency	9	19	21	25	19	19	0	0	0	0	0	0	0	112

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	3	6	14	14	21	0	0	0	0	0	0	0	58

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	2	3	1	13	0	0	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	1	2	1	0	0	0	0	0	0	0	4

Date this data was collected or last updated

Sunday 10/2/2022

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	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

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	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

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	24%	51%	56%				27%	53%	57%
ELA Learning Gains	41%						40%	55%	58%
ELA Lowest 25th Percentile	53%						45%	52%	53%
Math Achievement	33%	46%	50%				32%	57%	63%
Math Learning Gains	49%						40%	60%	62%
Math Lowest 25th Percentile	53%						42%	52%	51%
Science Achievement	38%	52%	59%				39%	54%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	34%	56%	-22%	58%	-24%
Cohort Comparison		0%				
04	2022					
	2019	20%	52%	-32%	58%	-38%
Cohort Comparison		-34%				
05	2022					
	2019	26%	51%	-25%	56%	-30%
Cohort Comparison		-20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	30%	55%	-25%	62%	-32%
Cohort Comparison		0%				
04	2022					
	2019	29%	58%	-29%	64%	-35%
Cohort Comparison		-30%				
05	2022					
	2019	38%	55%	-17%	60%	-22%
Cohort Comparison		-29%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	55%	-19%	53%	-17%
Cohort Comparison						

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	20	58		14	38						
BLK	22	33	38	30	40	38	23				
WHT	32	57		33	63		64				
FRL	23	38	53	30	48	53	33				
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				

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)	ATSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	291
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

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%	0
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	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	50
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	40
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?

Student proficiency across all grade levels for all students, SWD, Black students, and Economically Disadvantaged students are performing below district and state levels in 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 2022 state assessments, demonstrate the greatest need for improvement?

Scores in ELA proficiency for all students, as well as SWD, Black students, and Economically Disadvantaged students show the largest gap between the school, and the district and state.

Ten out of the 13 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 was an ESE inclusion vacancy at the 4th-5th grade level from October 2021 until the end of the year. There were also 2 vacancies in 5th grade, 1 from October 2021 until the end of the year and one from April until the end of the year.

There were several students in all categories, including our subgroups, who had multiple absences as well.

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

Fifth grade reading proficiency, for those students in the school membership, increased 17 points from STAR AP 1 (the district spring progress monitoring tool) to the 2022 FSA, going from 10% on STAR AP 1 to 27% on the FSA.

Similarly, third grade math proficiency increased 21 points, going from 16% on STAR AP 1 to 37% on FSA.

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

Strong returning lead teachers in 3rd and 5th grade.

School and district support filling in for the two 5th grade vacancies.

A concentrated efforts on increasing math and ELA fluency through additional small groups. Common planning with 3rd- 5th grade teachers for standards based instruction with a focus on small group intervention.

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

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 quarter of school to diagnosis student needs and match interventions appropriately .

Standards-based planning with as needed support from district specialists 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 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 B.E.S.T. standards for KG-5th grades, as well as 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.

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

District specialists and the school leadership team will work with K-5 teachers on deepening content knowledge through planning, professional development, and coaching cycles to continue to build their capacity for this school year and beyond. The literacy leadership team will collaborate to continue the development of a school wide, independent reading plan meant to increase student achievement by encouraging students to read more.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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 2022), KG was 39% proficient, 1st grade was 21% proficient, and 2nd grade was 14% proficient. On FSA (Spring 2022), 3rd grade was 29% proficient, 4th grade was 16% proficient, and 5th grade was 27% proficient. In our subgroups, Economically Disadvantaged students in grades 3-5 were 23% proficient, Students with Disabilities 20%, and Black students 22%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

ELA proficiency will go from 29% in 3rd grade, 16% in 4th grade, and 27 % in 5th grade on the 2022 FSA to 41% or higher on the 2023 FAST Test. The achievement gap in proficiency between our 3 identified subgroups , and all students will be within 2 percentage points. 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 in Sept., Nov., and Feb.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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 specialist support to recommend adjustments to interventions and/or to provide professional development needs to help improve the effectiveness of interventions.

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:
Describe the evidence-based strategy being implemented for this Area of Focus.

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.

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

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

for K-3. These strategies align to the Escambia County K-12 Comprehensive Evidence Based Reading Plan.

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.

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.

Person Responsible

Timothy Rose (trose@ecsdfl.us)

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. Professional development will be embedded into the Tuesday after school planning.

Person Responsible

Timothy Rose (trose@ecsdfl.us)

3. The Literacy Leadership Team will develop a school wide independent reading plan to ensure students read connected text daily.

Person Responsible

Katie Maloney (kmaloney@ecsdfl.us)

4. The RtI Coordinator and MTSS team will identify student needs and match them to interventions based on the intervention decision trees.

Person Responsible

Sylvia Harvey-Thomas (sharvey-thomas@ecsdfl.us)

5. 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.

Person Responsible

Timothy Rose (trose@ecsdfl.us)

6. The leadership team, 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)

7. Weekly planning by grade-level will be provided by the School Leadership Team and District Content Specialist for 90 minutes on Tuesdays.

Person Responsible

Timothy Rose (trose@ecsdfl.us)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Historically, Warrington Elementary math proficiency and learning gains have been below the district and state. Math proficiency on the 2022 FSA is 35%. For our ESSA subgroups, FSA proficiency scores are: Economically Disadvantaged 31%, Students with Disabilities 14%, and Black students 30%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Proficiency in Math will go from 35% on the 2022 FSA to 41% or higher on the 2023 FAST Test for all 3rd - 5th grade students. Black students, and Economically Disadvantaged students will also increase proficiency scores to at least 41%. The achievement gap in proficiency between SWD and all students will decrease by 50%, going from 21 percentage points on the 2022 Math FSA to no more than 11% percentage points on the 2023 Math FSA.

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 in Sept., Nov., and March. 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

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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:

Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific strategy.
Describe the resources/criteria used for selecting this strategy.

1. In analyzing the 2022 FSA 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 2022 FSA 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 2022 FSA 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 2022 FSA 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

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.

1. Weekly planning by grade-level will be provided by the School Leadership Team and District Content Specialist for 90 minutes on Thursdays.

Person Responsible Timothy Rose (trose@ecsdfl.us)

2. Professional Development will be provided by the School Leadership Team and District Content Specialist. 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. Professional development will be embedded into the Thursday after school planning.

Person Responsible Timothy Rose (trose@ecsdfl.us)

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

Person Responsible Timothy Rose (trose@ecsdfl.us)

4. 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. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 school year, student average daily attendance was 88.02%. Historically, the absence rate at Warrington Elementary has been higher than the district and state averages for absence rates.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student average daily attendance will increase from 88.02% to 90% or higher.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Absentee data will be run weekly for Warrington Elementary. The data will be shared with the leadership team and the Navigator to discuss ongoing absence rates throughout the year. The administration will run a weekly report showing students with 3 or more absences for the week and will share the report with the Navigator, who will contact those families to inquire about the absences.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Incentivize attendance for students.
2. Navigator (Social Worker) supporting parents to overcome barriers for student attendance

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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, and utilizing a Navigator, parents and students will be supported in limiting absences in order to maintain and accelerate learning.

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.

1. The school leadership team, including the Navigator, will review absences of students on a weekly basis.

Person Responsible

Timothy Rose (trose@ecsdfi.us)

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.

Person Responsible

Timothy Rose (trose@ecsdfi.us)

3. Parents will be provided with data after content assessments aligned with absences to correlate scores to absences.

Person Responsible

Timothy Rose (trose@ecsdfi.us)

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.

Person Responsible Timothy Rose (trose@ecsdfl.us)

5. The principal will send out a quarterly 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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Kindergarten ELA proficiency rate was 39% on the Spring 2022 STAR Early Literacy Assessment.

First grade ELA proficiency rate was 21% on the Spring 2022 STAR Early Literacy Assessment.

Second grade ELA proficiency rate was 14% on the Spring 2022 STAR Reading Assessment.

Students who score at the 53rd percentile on STAR Early Literacy or STAR Reading are considered proficient. The number of students who were not considered proficient at the end of 2021-2022 indicates a need to 1) improve core instruction and 2) identify student deficiencies and provide interventions immediately in order to close achievement gaps.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

The following data was used to determine the critical need:

Third grade ELA proficiency rate was 28% on the 2022 FSA.

Fourth grade ELA proficiency rate was 16% on the 2022 FSA.

Fifth grade ELA proficiency rate was 22% on the 2022 FSA.

Achievement in ELA for grades 3rd - 5th has (not) reached 41% proficiency in all subgroups:

Economic Disadvantage (23%)
 Students with Disabilities (20%)
 African American (22%)

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

ELA proficiency as determined by those scoring at or above the 53rd percentile on STAR Early Literacy or STAR Reading 2022 will increase from 39% in K, 21% in 1st grade, and 14% in 2nd grade on STAR AP4 to 50% on FAST-STAR PM3.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase from 28% in 3rd grade, 16% in 4th grade, and 22% in 5th grade on the 2022 FSA to 50% or higher in each grade on the 2023 FAST.

The ELA Proficiency for all identified ESSA subgroups will increase to 50% or higher on new 2023 FAST Progress Monitoring assessments by 23-24.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

1. To monitor for desired outcomes, we will collect data, analyze, and track the percent of students scoring satisfactorily each quarter. We will identify students in need of intervention according to the intervention decision tree.

- a. Kindergarten: STAR Early Literacy results and percent of students earning satisfactory performance on the standards-based grading rubric.
- b. First grade: STAR Early Literacy/Reading results and track the percent of students meeting benchmark on the first grade quarterly decoding probe per classroom.
- c. Second grade: STAR Reading results and track the percent of students whose fluency rate is average per the time of year on the Hasbrouck and Tindal fluency norms chart.
- d. Grades 3-5: analyze results by classroom of district module assessments.

2. Administration will conduct weekly classroom walkthroughs to observe delivery of Pre-K to Grade 5 literacy instruction and suggest improvements through the use of the Literacy Practice Profile tool.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Rose, Timothy, trose@ecsdf.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Warrington Elementary uses HMH Into Reading 2022 for its Comprehensive Core Reading/Language Arts Program (CCRP)

The district's K-12 Comprehensive Evidence-based Reading Plan outlines in detail how the various components Into Reading meets Florida's definition of evidence-based. The district ELA Department mapped B.E.S.T. and created curriculum frameworks to ensure that Tier I instruction is standards-aligned. In order to ensure the measurable outcomes are reached in K-5, our school will 1) focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 CERP and 2) provide intensive, systematic instruction on foundational reading skills according to the K-12 CERP Intervention Decision Trees.

Tier 1 instruction is monitored by the school's administration team through weekly classroom walkthroughs and by being present during collaborative lesson planning. Teachers and RtI teams monitor the effectiveness of interventions with individual students by collecting data and tracking student progress.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The use of Houghton Mifflin Into Reading 2022 as a Comprehensive Core Language Arts/Reading Program is supported by recommended practices in the The Institute of Education Sciences Practice Guides as described in the K-12 CERP. The core curriculum includes accommodations for students with a disability, and students who are English language learners; provides print-rich explicit and systematic, scaffolded, and differentiated instruction; builds background and content knowledge; incorporates writing in response to reading; and incorporates the principles of Universal Design for Learning.

A focus on five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) with this comprehensive curriculum will increase the proficiency of our students in K-5.

Furthermore, following the Institute of Education Sciences recommendations (strong evidence) for interventions, teachers follow the K-12 CERP Intervention Decision Trees to provide interventions in decoding and building fluency, matched to student need during a dedicated intervention period daily.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Action Step 1: Literacy Leadership-</p> <p>Develop a schoolwide reading plan to increase student academic achievement and monitor student reading growth.</p> <p>Provide professional development regarding the B.E.S.T. ELA Standards.</p> <p>Review grade-level data from core curriculum assessments and overall classroom walkthrough trends to problem solve.</p>	<p>Maloney, Katie, kmaloney@ecsdfi.us</p>
<p>Action Step 2: Literacy Coaching-</p> <p>District coaches and/or school mentor teachers will facilitate common lesson planning using the district adopted curriculum and pacing guides, including how to effectively deliver instruction of B.E.S.T. ELA Standards, engagement strategies, etc.).</p> <p>Administration seeks coaching support from district coaches and the State Regional Literacy Director for walkthroughs and intervention support.</p>	<p>Rose, Timothy, trose@ecsdfi.us</p>
<p>Action Step 3: Assessment</p> <p>Our school utilizes the MTSS 4-step problem solving process to analyze data and determine need for differentiated instruction/ intervention.</p> <p>Grade level teams will meet to discuss the use of formative assessment to guide differentiation in the classroom; analyze core reading material assessment results, and use STAR for screening, diagnostics, and progress monitoring.</p>	<p>Harvey-Thomas, Sylvia, sharvey-thomas@ecsdfi.us</p>
<p>Action Step 4: Professional Learning -</p> <p>We will provide training to teachers at our school on the following:</p> <p>Use of STAR360 reports, core reading program data, and the intervention decision trees</p> <p>Differentiation during the 90 minute block, and use of Tier 2 and Tier 3 interventions during the language arts intervention period.</p> <p>Five key literacy instructional practices (explicit, systematic, scaffolded, differentiated instruction with corrective feedback) required by Rule 6A-6.053, F.A.C., K-12 Comprehensive Evidence-Based Reading Plan</p> <p>The B.E.S.T. ELA standards and the science of reading</p>	<p>Rose, Timothy, trose@ecsdfi.us</p>

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 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 school culture and environment.

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 from 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