

8-Step  
problem solving  
step zero  
supportive  
environment  
instruction  
effective leadership  
ambitious strategies  
resources  
needs assessment  
relationships  
increased  
achievement  
collaborative  
teaching  
mission vision  
public and  
community involvement  
planning  
building relationships  
family  
and  
strategic  
goals  
career  
college and  
students  
school  
improvement

## Warrington Elementary School

220 N NAVY BLVD, Pensacola, FL 32507

www.escambia.k12.fl.us

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

82%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

74%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

F

D

D

C

### School Board Approval

This plan was approved by the Escambia County School Board on 11/18/2014.

### SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	1	<a href="#">Melissa Ramsey</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

At Warrington Elementary School, we believe that all children can learn. Our mission is to prepare each student, academically and socially, to meet life's challenges. We will accomplish this by providing an environment that will motivate each child to become a productive, resourceful and responsible citizen.

##### **Provide the school's vision statement**

Warrington Elementary's vision is to provide a challenging learning environment, which maximizes individual potential and ensures students are well-equipped to meet the challenges of a global society through innovation, collaboration, and creative problem solving.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Warrington Elementary is an integral part of the community. At the beginning of the year, the Back to School Bash affords parents and students the opportunity to meet or reconnect with school staff. At the bash, backpacks, clothing and food are made available to families. Teachers volunteer to attend the evening event and man stations that include book giveaways and flashcard making tables. Parents are given a Parent Involvement and Technology survey to aid the Leadership Team in increasing parent participation at the school. Those results are then disseminated to the teachers to help guide their parent interaction. Throughout the year, parents are invited to the school. This year we also continue our mentoring program wherein faculty and staff have a student within the bottom quartile whom they follow throughout the year.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Warrington Elementary is vested in creating a welcoming and safe environment. Students know that the faculty cares about student well-being in that every effort is taken to create a safe environment through implementation of routines and structures well-being. Before school, students are met by school staff and welcomed to breakfast. At the beginning of school, students recite a student pledge every morning and are reminded of daily expectations. Throughout the day, students are rewarded for positive behavior through privileges and recognition. After school, students are safely escorted to buses, the car line, and waiting parents in the walker's line.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

Warrington Elementary uses PBS. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows the school PBS team to identify the problem areas, brainstorm interventions, such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff, students, and families. Training for PBS is given school-wide at the beginning of the year.



Students are given "cat cash" for following guidelines and meeting or exceeding behavioral expectations. Everyone on campus participates.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Warrington Elementary has a full-time Guidance Counselor who provides whole-group and individual counseling as well as character education K-2. Our student body is also served by a certified Social worker, a part-time Overlay counselor, a part-time Title 1 counselor, three self-contained EBD classrooms, and Youth Motivator Mentoring through Community Involvement. For students needing additional services, out-patient referrals to Lakeview are available.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school Guidance Counselor regularly provides faculty and staff with a roster of students, indicating any (almost) failing grades, attendance issues, low citizenship grades, discipline issues, and Discovery Ed scores. Students with multiple indicators are monitored through the Rtl process.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Attendance below 90 percent	11	14	16	10	10	61
One or more suspensions	0	3	6	1	4	14
Course failure in ELA or Math	1	4	7	2	0	14
Level 1 on statewide assessment	0	0	5	19	26	50

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	1	3	9	6	5	24

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

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

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/162517>.

#### Description

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Warrington Elementary has had a longstanding relationship with the military community. The military point of contact has monthly meetings with the assistant principal to discuss upcoming events, needs, or volunteer opportunities. The local churches have also established themselves as partners and provide school supplies, food and cards for teachers, and Thanksgiving and Christmas meals for needy families. One of the local pastors is a member of the school's SAC committee.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

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

Name	Title
Stephens, Cynthia	Principal
Bryan, Jessica	Assistant Principal
Kirchharr, Kim	Instructional Media
Mead, Rebecca	Instructional Coach
Sanderson, Teresa	Teacher, K-12
White, Kanisha	Teacher, K-12
Whitley, Linsay	Guidance Counselor
Young, Carrie	Teacher, K-12
Rhyne, Kasi	Instructional Coach
Harter, Linda	Teacher, K-12
Olford, Amanda	Teacher, K-12
Singleton, Dianne	Teacher, K-12

## Duties

### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The team consists of the administration, academic support personnel and a representative from each grade level. Team members form ad hoc committees when needed to plan and deliver PD and perform tasks in accordance with the school improvement plan. Members are responsible for disseminating information to their department/grade level and for bringing concerns from that department/grade level to the team.

### ***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

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

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted by hiring a Teacher Assistant, a Math/Science Coach and a Technology Specialist. Additional funds will be used to purchase student supplies and technology.

Title X- Homeless:

The school works with the district's Homeless Coordinator to provide resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I office.

Supplemental Academic Instruction (SAI):

Warrington Elementary will receive \$17,001.00 for 2014 - 2015. The funds will be used for Instructional materials and technology hardware and software to support improved academic achievement.

Violence Prevention Programs:

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

Nutrition Programs:

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

## **School Advisory Council (SAC)**

### **Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cindy Stephens	Principal
Kanisha White	Teacher
Vanessa Rudolph	Parent
Shaqueta Bogan	Parent
Lynn Farmer	Parent
LeTonya Finney	Parent
Debra Lawrence	Parent
Abegail Salazar	Parent
Victor Williams	Parent
Demetrea Prater	Education Support Employee
Bob Bailey	Business/Community

### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Improvement Plan (SIP) is shared with the SAC early in the school year. The SIP is posted on the school web page for all stakeholder to access once it is published for public view.

*Development of this school improvement plan*

The proposed 2014 - 2015 SIP was shared with the School Advisory Council during the first meeting of the year. Members were given an opportunity to provide input to the plan. Once the plan is published, it will be linked on the school web page and a printed copy will be available at the school.

*Preparation of the school's annual budget and plan*

During the month of March the school's annual budget and plans for its use is shared with the SAC team. The SAC chairman signs the budgets before they are submitted to the district office.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

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

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

### Literacy Leadership Team (LLT)

#### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Mead, Rebecca	Instructional Coach
Kirchharr, Kim	Instructional Media
Langford, Jennifer	Teacher, K-12
Britt, Valerie	Teacher, K-12
Sanderson, Teresa	Teacher, K-12
Upmanis, Kristy	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team hosts family literacy nights, coordinates the Sunshine State Young Readers program, and organize Celebrate Literacy Week events. The ELA coach meets with grade levels weekly to evaluate literacy instruction and target strategies to aid instruction. The Literacy Leadership team will provide teachers with professional development and resources to maximize the effectiveness of literacy instruction. The team will coordinate a professional development book study, using the book "Creating Literacy-Rich Schools for Adolescents" by Gay Ivey and Douglas Fisher.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Each grade level has common planning and an additional planning period once a week for reading academy time. Grades 2-5 are departmentalized to allow for greater focus in one area and the common planning allows teachers to coordinate curriculum and address student needs as they arise. To help build relationships among teachers, the administration has launched the Warrington games in which teachers participate in contests designed to build morale. The teams are structured so that staff can work with and develop rapport with coworkers they don't normally come into contact with.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

To help develop new teachers' skills, they have been paired with veteran teachers in their grade level to guide and offer assistance.

The build on existing teacher strengths, instructional coaches are creating and equipping a model classroom upstairs where selected faculty can share expertise with peers, teachers can experiment with centers and small group rotations, and coaches and colleagues can co-teach.

Partner new teachers with veteran staff

District specialists, TSA's and instructional coaches will provide relevant, high quality PD relating to Florida Standards, STEM and student engagement.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

New teachers have been paired with veteran teachers on their grade level and placed in adjacent classrooms. McEachern is paired with Didier in first grade, and Cresswell is paired with Langford in fifth grade. Oliver is paired with Britt in Kindergarten.

Grade levels meet monthly with Administration and Instructional Coaches to identify areas of need.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Warrington Elementary uses the Escambia county pacing guides for ELA, Math and Science. The pacing guides are standards-based and allow for review and mastery of the standards. Adherence to the pacing guides and any instructional issues related to core instructional issues are addressed in weekly grade level meetings with the instructional coaches. The core curriculums--Reading Wonders for ELA, GoMath! for Math and Pearson Interactive for Science--have updated materials to reflect the very recent changes to the Florida Standards.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

The leadership team has used an amalgam of last year's DE and FCAT 2.0 data and teacher observation to identify areas where students are facing deficits. ESE teachers and aides are providing push-in support to work with both identified ESE students and those students who are similarly struggling in small groups. The lowest quartile in both Math and Reading has been identified and their names have been shared with their grade level and appropriate support personnel. We are in the process of assigning school employees as mentors for these students.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: Extended School Day**

**Minutes added to school year: 4,800**

Students will have one hour of reading academy time each morning. The time will be used to address deficits both through whole group and small group instruction. Deficits have and are being identified through analysis of last year's FCAT 2.0 and Discovery Ed data, beginning of the year diagnostics, and teacher observation. Instruction during that time includes SRA Reading Mastery Signature Direct Instruction, Tyner small group instruction, multi-syllabic instruction, and in the upper grades thematic units incorporating ELA research skills, social studies analysis of primary sources, and where possible MEA's, with a focus on building effective writing skills.

**Strategy Rationale**

The extended school day is required based on Warrington Elementary's being included in the ranking of Florida's 300 lowest performing elementary schools.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Mead, Rebecca, rmead@escambia.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

The SRA Reading Mastery Signature instruction tracks student performance on tasks to determine mastery and adjustments are made where needed. Tyner instruction will be assessed after the first 26 lessons. Student performance as evaluated by rubric will determine the effectiveness of the thematic units' integrated writing instruction. DE Assessments will also be used to gauge impact. As deficits are remediated or as a given strategy is determined to be ineffective, changes will be made and targeted replacements will be implemented.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

To aide our families in making informed decisions about school choice and to facilitate communication for transitioning students, Warrington Elementary works with area middle schools to disseminate information. W communicate with parents middle school

**College and Career Readiness**



***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

N/A

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

N/A

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

N/A

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

N/A



## School Improvement Goals

*The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.*

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step

 S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase rigor in instruction across the content areas.

**G2.** Increase student engagement across content areas.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal*

**G1. Increase rigor in instruction across the content areas.** 1a

G051301

**Targets Supported** 1b

Indicator	Annual Target
Math Gains	20.0
ELA/Reading Gains	15.0
FCAT 2.0 Science Proficiency	54.0

**Resources Available to Support the Goal** 2

- Instructional Coaches
- District Specialists
- School Leadership Team
- Existing climate of procedures and routines
- Strong Classroom Management

**Targeted Barriers to Achieving the Goal** 3

- Students lacking prerequisite skills
- Teachers unaccustomed to rigorous curriculum

**Plan to Monitor Progress Toward G1.** 8

Student performance on lessons and benchmark assessments; EOY student placement test

**Person Responsible**

Rebecca Mead

**Schedule**

Quarterly, from 10/17/2014 to 5/29/2015

**Evidence of Completion**

Coaching log, student performance on lessons and benchmark assessments; EOY student placement test

**G2. Increase student engagement across content areas.** 1a

G036625

**Targets Supported** 1b

Indicator	Annual Target
Attendance Below 90%	10.0
One or More Suspensions	2.0
Math Gains	20.0
ELA/Reading Gains	15.0

**Resources Available to Support the Goal** 2

- School Leadership team
- Kim Gunn- District TSA for ELA- PD related to Common Core Shifts, including Collaborative Conversations, Close Reading, and Response to Text.
- Kasi Rhyne- District Math and Science Coach- Ms. Rhyne is facilitating development of math fluencies and offering PD on small group and centers in Math instruction. She is also coordinating STEM activities and providing coaching to beginning teachers.
- Rebecca Mead- District Literacy Coach- Ms. Mead is working with the Literacy Leadership team to promote literacy throughout the school. Professional development planned for this year includes small group and center activities and active phonics instruction.
- RtI Team- Assembled to ensure that all Level 1 and 2 FCAT students receive interventions throughout the entire school year to insure educational gains.
- Dynita Bufford- Primary Grades Specialist- Mrs. Bufford is working with K-2 to build rigor and implement effective activities for centers.
- Vibe-the district's online collaborative environment provides for tracking of student engagement as observed by district and school personnel during evidence walks.
- Faculty and staff mentors- Staff will work with lowest quartile to build rapport and strengthen engagement.

**Targeted Barriers to Achieving the Goal** 3

- Resistant learners
- Time and scheduling
- Parental education level and involvement

**Plan to Monitor Progress Toward G2. 8**

CWT- School-Wide evidence of strategy implementation

Data from Discovery Education and FCAT 2.0- Continuous evidence of student growth throughout the school year

Debriefing- Meeting with teachers to reflect and discuss possible strategies for improvement and/or maintaining success

**Person Responsible**

Cynthia Stephens

**Schedule**

Quarterly, from 11/14/2014 to 5/29/2015

***Evidence of Completion***

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

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase rigor in instruction across the content areas. **1**

 G051301

**G1.B1** Students lacking prerequisite skills **2**

 B129082

**G1.B1.S1** Using Academy Time (extended hour) to remediate students using SRA **4**

 S141228

### Strategy Rationale

Using Reading Mastery or Corrective Reading will help get struggling students closer to reading on grade level.

### Action Step 1 **5**

Students who have been identified as reading well below grade level will go to SRA corrective Reading or

### Person Responsible

Olivia Russell

### Schedule

Monthly, from 8/25/2014 to 5/29/2015

### Evidence of Completion

Classroom observation, student progress

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Classroom observations and tracking of student progress

**Person Responsible**

Rebecca Mead

**Schedule**

Quarterly, from 10/17/2014 to 5/29/2015

***Evidence of Completion***

Classroom observations and tracking of student progress

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Classroom observations and tracking of student progress

**Person Responsible**

Rebecca Mead


**Schedule**

Quarterly, from 10/17/2014 to 5/29/2015


***Evidence of Completion***

Classroom observations and tracking of student progress

**G1.B4 Teachers unaccustomed to rigorous curriculum** 2

 B129086

**G1.B4.S1 Professional Development geared toward showing teachers how to use curricular resources to increase rigor.** 4

 S141232

**Strategy Rationale**

Teachers now have access to rigorous materials and need training to be able to use them effectively.

**Action Step 1** 5

Professional Development will be provided as guided collaborative planning with the aim of increasing the opportunities for rigor during instruction

**Person Responsible**

Kasi Rhyne

**Schedule**

Monthly, from 10/16/2014 to 5/29/2015

***Evidence of Completion***

Surveys, documented and observed use of rigorous activities introduced in PD.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** 6

Coaches will observe the strategies introduced during PD in classrooms.

**Person Responsible**

Rebecca Mead

**Schedule**

Monthly, from 11/3/2014 to 5/29/2015

***Evidence of Completion***

Classroom observations, student work

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** 7

Coaches will observe the strategies introduced during PD in classrooms.

**Person Responsible**

Rebecca Mead


**Schedule**

Monthly, from 11/3/2014 to 5/29/2015


**Evidence of Completion**

Classroom observations, student work

**G2. Increase student engagement across content areas.** 1

 G036625

**G2.B1 Resistant learners** 2

 B087678

**G2.B1.S1 Creating and using engaging, rigorous, differentiated centers in ELA, Math, and science** 4

 S122850

**Strategy Rationale**

Interactive centers geared toward student ability and interest level will encourage reluctant learners to participate in that the learning will be goal-oriented and be applicable to demonstrated deficits or real-world applications.

**Action Step 1** 5

Teachers will use quality centers during small group instruction in ELA, Math and Science.

**Person Responsible**

Rebecca Mead

**Schedule**

Weekly, from 9/17/2014 to 5/29/2015

**Evidence of Completion**

Observation of centers being used, evidence of centers during classroom walkthroughs, student work product



**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Implementation will be supported through ongoing PD by instructional coaches in the use of centers. Monitoring will be accomplished through evidence walks and teacher self-reporting.

**Person Responsible**

Kasi Rhyne

**Schedule**

Biweekly, from 10/15/2014 to 5/29/2015

***Evidence of Completion***

Implementation will be monitored through classroom walkthroughs looking for evidence of centers, student work product, and anecdotal evidence during weekly grade level meetings with instructional coaches.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Student data, as well as student behavior and engagement, will be analyzed to judge the effectiveness of the centers.

**Person Responsible**

Rebecca Mead


**Schedule**

Biweekly, from 10/15/2014 to 5/29/2015

***Evidence of Completion***

Student performance on assessments connected to the benchmarks associated with the center will be evaluated to determine effectiveness. Looking at the performance of similar centers in other classrooms will provide information as to how to adjust the center for maximum effectiveness.

**G2.B1.S2** Faculty mentoring of lowest quartile 4

 S124631

**Strategy Rationale**

The rapport-building of the mentor program has been successful in the past. Students have a history of performing at a higher level when goal-setting with an interested adult.

**Action Step 1** 5

Faculty members will mentor the identified lowest quartile students. [copy]

**Person Responsible**

Jessica Bryan

**Schedule**

Biweekly, from 9/15/2014 to 5/30/2015

***Evidence of Completion***

Log of mentoring activity; Discovery Ed scores; classroom assessments

**Plan to Monitor Fidelity of Implementation of G2.B1.S2** 6

Mentors will make their mentoring logs available to Ms. Bryan once monthly to gauge implementation

**Person Responsible**

Jessica Bryan

**Schedule**

Monthly, from 10/31/2014 to 5/29/2015

***Evidence of Completion***

Monitoring logs

## Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Data for the lowest quartile will be monitored through classroom assessments, teacher reports, and DE scores.

### Person Responsible

Jessica Bryan


### Schedule

Every 6 Weeks, from 10/15/2014 to 5/29/2015

### Evidence of Completion

Mentoring logs, graded student work, DE scores, and teacher reports, especially where behavior and/or attentiveness were issues in the student needing a mentor.

## G2.B2 Time and scheduling 2

 B087679

### G2.B2.S1 Common planning for each grade level with an additional planning once a week for academy time 4

 S121678

### Strategy Rationale

The shared planning time will allow teachers to increase the impact of interventions with students in consolidating efforts and identifying early indicators in a timely fashion. The academy planning time allows shared interventions for students with identified needs for remediation. Teachers can share this information to create targeted groups.

## Action Step 1 5

The master schedule for the school will include a common planning for each grade level and an additional planning once a week per grade level for academy time planning.

### Person Responsible

Jessica Bryan

### Schedule

On 8/18/2014

### Evidence of Completion

Master schedule; meeting notes

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

Instructional coaches will meet with grade levels once a week during this shared time to facilitate collaborative planning.

**Person Responsible**

Jessica Bryan

**Schedule**

Quarterly, from 10/15/2014 to 5/29/2015

***Evidence of Completion***

Meeting notes

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

Teacher reaction and student achievement will be evaluated to determine effectiveness

**Person Responsible**

Jessica Bryan


**Schedule**

Semiannually, from 12/19/2014 to 5/29/2015


***Evidence of Completion***

Teacher survey; student performance on DE and classroom assessments

**G2.B4** Parental education level and involvement **2**

 B113025

**G2.B4.S1** Offering personal development opportunities to parents both during and afterschool **4**

 S124770

**Strategy Rationale**

Many of our parents lack the educational wherewithal to participate fully in their children's education. Providing them with tools to increase their own knowledge base and skill set will make them better able to help their students at home and more likely to become involved in school activities.

**Action Step 1** **5**

Parents are given a survey to assess the barriers to becoming more involved in the school and identify areas in which parents feel they need instruction.

**Person Responsible**

Rebecca Mead

**Schedule**

Semiannually, from 8/14/2014 to 5/29/2015

***Evidence of Completion***

Parent surveys

**Action Step 2** **5**

Instructional coaches and others will provide professional development

**Person Responsible**

Kasi Rhyne

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

***Evidence of Completion***

Sign-in logs, Personal Development materials, parent responses

## Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Fidelity will be monitored through PD agendas and parent sign-in logs.

### Person Responsible

Kasi Rhyne

### Schedule

Monthly, from 10/15/2014 to 5/29/2015

### Evidence of Completion

Sign-in logs, calendar, PD materials

## Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Effectiveness will be monitored through subsequent parent surveys, anecdotal evidence and the level of parent participation.

### Person Responsible

Rebecca Mead

### Schedule

Every 2 Months, from 10/15/2014 to 5/29/2015

### Evidence of Completion

Parent surveys; parent/teacher correspondence; volunteer logs; parent sign-ins

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1	Teachers will use quality centers during small group instruction in ELA, Math and Science.	Mead, Rebecca	9/17/2014	Observation of centers being used, evidence of centers during classroom walkthroughs, student work product	5/29/2015 weekly
G2.B2.S1.A1	The master schedule for the school will include a common planning for each grade level and an additional planning once a week per grade level for academy time planning.	Bryan, Jessica	8/18/2014	Master schedule; meeting notes	8/18/2014 one-time
G2.B1.S2.A1	Faculty members will mentor the identified lowest quartile students. [copy]	Bryan, Jessica	9/15/2014	Log of mentoring activity; Discovery Ed scores; classroom assessments	5/30/2015 biweekly
G2.B4.S1.A1	Parents are given a survey to assess the barriers to becoming more involved in the school and identify areas in which parents feel they need instruction.	Mead, Rebecca	8/14/2014	Parent surveys	5/29/2015 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Students who have been identified as reading well below grade level will go to SRA corrective Reading or	Russell, Olivia	8/25/2014	Classroom observation, student progress	5/29/2015 monthly
G1.B4.S1.A1	Professional Development will be provided as guided collaborative planning with the aim of increasing the opportunities for rigor during instruction	Rhyne, Kasi	10/16/2014	Surveys, documented and observed use of rigorous activities introduced in PD.	5/29/2015 monthly
G2.B4.S1.A2	Instructional coaches and others will provide professional development	Rhyne, Kasi	9/26/2014	Sign-in logs, Personal Development materials, parent responses	5/29/2015 monthly
G1.MA1	Student performance on lessons and benchmark assessments; EOY student placement test	Mead, Rebecca	10/17/2014	Coaching log, student performance on lessons and benchmark assessments; EOY student placement test	5/29/2015 quarterly
G1.B1.S1.MA1	Classroom observations and tracking of student progress	Mead, Rebecca	10/17/2014	Classroom observations and tracking of student progress	5/29/2015 quarterly
G1.B1.S1.MA1	Classroom observations and tracking of student progress	Mead, Rebecca	10/17/2014	Classroom observations and tracking of student progress	5/29/2015 quarterly
G1.B4.S1.MA1	Coaches will observe the strategies introduced during PD in classrooms.	Mead, Rebecca	11/3/2014	Classroom observations, student work	5/29/2015 monthly
G1.B4.S1.MA1	Coaches will observe the strategies introduced during PD in classrooms.	Mead, Rebecca	11/3/2014	Classroom observations, student work	5/29/2015 monthly
G2.MA1	CWT- School-Wide evidence of strategy implementation Data from Discovery Education and FCAT 2.0- Continuous evidence of student growth throughout the school year Debriefing- Meeting with teachers to reflect and discuss possible strategies for improvement and/or maintaining success	Stephens, Cynthia	11/14/2014	Student will show increase in gains as per Discovery Education throughout the school year; FCAT 2.0 scores will meet District Level proficiency levels; Increased number of Teachers Effective/Highly Effective	5/29/2015 quarterly
G2.B2.S1.MA1	Teacher reaction and student achievement will be evaluated to determine effectiveness	Bryan, Jessica	12/19/2014	Teacher survey; student performance on DE and classroom assessments	5/29/2015 semiannually
G2.B2.S1.MA1	Instructional coaches will meet with grade levels once a week during this shared time to facilitate collaborative planning.	Bryan, Jessica	10/15/2014	Meeting notes	5/29/2015 quarterly
G2.B1.S1.MA1	Student data, as well as student behavior and engagement, will be analyzed to judge the effectiveness of the centers.	Mead, Rebecca	10/15/2014	Student performance on assessments connected to the benchmarks associated with the center will be evaluated to determine effectiveness. Looking at the performance of similar centers in other classrooms will provide information as to how to adjust the center for maximum effectiveness.	5/29/2015 biweekly
G2.B1.S1.MA1	Implementation will be supported through ongoing PD by instructional coaches in the use of centers. Monitoring will be accomplished through evidence walks and teacher self-reporting.	Rhyne, Kasi	10/15/2014	Implementation will be monitored through classroom walkthroughs looking for evidence of centers, student work product, and anecdotal evidence during weekly grade level meetings with instructional coaches.	5/29/2015 biweekly
G2.B4.S1.MA1	Effectiveness will be monitored through subsequent parent surveys, anecdotal evidence and the level of parent participation.	Mead, Rebecca	10/15/2014	Parent surveys; parent/teacher correspondence; volunteer logs; parent sign-ins	5/29/2015 every-2-months
G2.B4.S1.MA1	Fidelity will be monitored through PD agendas and parent sign-in logs.	Rhyne, Kasi	10/15/2014	Sign-in logs, calendar, PD materials	5/29/2015 monthly
G2.B1.S2.MA1	Data for the lowest quartile will be monitored through classroom assessments, teacher reports, and DE scores.	Bryan, Jessica	10/15/2014	Mentoring logs, graded student work, DE scores, and teacher reports, especially where behavior and/or attentiveness were issues in the student needing a mentor.	5/29/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.MA1	Mentors will make their mentoring logs available to Ms. Bryan once monthly to gauge implementation	Bryan, Jessica	10/31/2014	Monitoring logs	5/29/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

### **G1. Increase rigor in instruction across the content areas.**

#### **G1.B1 Students lacking prerequisite skills**

##### **G1.B1.S1 Using Academy Time (extended hour) to remediate students using SRA**

#### **PD Opportunity 1**

Students who have been identified as reading well below grade level will go to SRA corrective Reading or

#### **Facilitator**

FDLRS

#### **Participants**

ESE teachers and paraprofessionals who have not previously been trained

#### **Schedule**

Monthly, from 8/25/2014 to 5/29/2015

#### **G1.B4 Teachers unaccustomed to rigorous curriculum**

**G1.B4.S1** Professional Development geared toward showing teachers how to use curricular resources to increase rigor.

#### **PD Opportunity 1**

Professional Development will be provided as guided collaborative planning with the aim of increasing the opportunities for rigor during instruction

#### **Facilitator**

Kasi Rhyne and Rebecca Mead

#### **Participants**

Classroom teachers

#### **Schedule**

Monthly, from 10/16/2014 to 5/29/2015

**G2. Increase student engagement across content areas.**

**G2.B1 Resistant learners**

**G2.B1.S1** Creating and using engaging, rigorous, differentiated centers in ELA, Math, and science

**PD Opportunity 1**

Teachers will use quality centers during small group instruction in ELA, Math and Science.

**Facilitator**

Instructional Coaches Rebecca Mead and Kasi Rhyne

**Participants**

K-5 teachers and resource teachers

**Schedule**

Weekly, from 9/17/2014 to 5/29/2015

**G2.B4 Parental education level and involvement**

**G2.B4.S1** Offering personal development opportunities to parents both during and afterschool

**PD Opportunity 1**

Instructional coaches and others will provide professional development

**Facilitator**

Instructional Coaches Kasi Rhyne and Rebecca Mead

**Participants**

Parents of Warrington Elementary students

**Schedule**

Monthly, from 9/26/2014 to 5/29/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0