

Escambia County School District

Warrington Preparatory Academy School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	9
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	0
VI. Title I Requirements	21
VII. Budget to Support Areas of Focus	24

Warrington Preparatory Academy

450 S OLD CORRY FIELD RD, Pensacola, FL 32507

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Warrington Preparatory Academy will provide a safe setting for students to thrive and grow as scholars and human beings. With a challenging curriculum addressing individual student needs, personalized learning plans and a commitment to building "strong minds and good hearts", Warrington Prep will meet each learner at their instructional level to help them build a foundation for success and academic improvement. Our school's plan for success will incorporate parent and community involvement. We are committed to serving students that are culturally diverse, and are united in the ultimate goal of academic excellence, while building future leaders.

Provide the school's vision statement.

Warrington Preparatory Academy will serve the community with excellence and a student-first mentality helping to develop each child both academically and socially.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Foster, Erica	Principal	Overall responsibility for the Instruction and Operational Service Delivery.
Floyd, Daryl	Assistant Principal	Supports the Principal in delivery of operational and instructional services
Anderson, Patricia	Instructional Coach	Supports teachers and instructional staff on best practices and monitors data to address specific student improvement
Lovely, Caleb	Dean	Provides overall student data (instructional and behavioral) for Leadership Team

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

CSUSA has managed the school since May, 2023. In the assessment phase we worked with the school and district to develop a needs assessment and determine the best course of action to bring about improvement for the students at Warrington Preparatory Academy. We will work with parents and community leaders as well as staff to craft a plan that will meet the needs of all students.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

With the new Florida State Testing System with Progress Monitoring, student data will monitored along with NWEA data to insure that students are monitored and making academic progress. We will work with Early Warning System Data to make sure our School Improvement Goals are being met and will modify and actively monitor all student data.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	80%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	110	93	99	302
One or more suspensions	0	0	0	0	0	0	59	94	89	242
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	25	8	30	63
Course failure in Math	0	0	0	0	0	0	51	12	4	67
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	102	64	75	241

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	61	67	72	200

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	111	102	79	292
One or more suspensions	0	0	0	0	0	0	54	101	87	242
Course failure in ELA	0	0	0	0	0	0	26	15	3	44
Course failure in Math	0	0	0	0	0	0	44	15	4	63
Level 1 on statewide ELA assessment	0	0	0	0	0	0	95	92	111	298
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	103	115	352
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	115	61	77	253

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	113	121	93	327

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	111	102	79	292
One or more suspensions	0	0	0	0	0	0	54	101	87	242
Course failure in ELA	0	0	0	0	0	0	26	15	3	44
Course failure in Math	0	0	0	0	0	0	44	15	4	63
Level 1 on statewide ELA assessment	0	0	0	0	0	0	95	92	111	298
Level 1 on statewide Math assessment	0	0	0	0	0	0	134	103	115	352
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	115	61	77	253

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	113	121	93	327

The number of students identified retained:

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

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	23	40	49	21	42	50	23		
ELA Learning Gains				31			30		
ELA Lowest 25th Percentile				22			25		
Math Achievement*	27	45	56	25	33	36	18		
Math Learning Gains				48			27		
Math Lowest 25th Percentile				49			40		
Science Achievement*	26	40	49	21	43	53	21		
Social Studies Achievement*	32	59	68	26	50	58	27		
Middle School Acceleration	71	73	73	87	47	49	85		
Graduation Rate					41	49			
College and Career Acceleration					57	70			
ELP Progress		39	40		79	76			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	179
Total Components for the Federal Index	5
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	37

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	330
Total Components for the Federal Index	9
Percent Tested	96
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	10	Yes	4	4
ELL	9	Yes	3	3
AMI				
ASN				
BLK	32	Yes	4	
HSP	41			
MUL	25	Yes	2	1
PAC				
WHT	51			
FRL	34	Yes	4	

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	14	Yes	3	3
ELL	18	Yes	2	2
AMI				
ASN				
BLK	32	Yes	3	
HSP	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
MUL	35	Yes	1	
PAC				
WHT	51			
FRL	36	Yes	3	

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	23			27			26	32	71			
SWD	10			12			3	15			4	
ELL	8			9							2	
AMI												
ASN												
BLK	17			20			13	24	86		5	
HSP	29			35			60	38			4	
MUL	24			35			0	42			4	
PAC												
WHT	38			44			51	57	64		5	
FRL	22			25			24	31	69		5	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	21	31	22	25	48	49	21	26	87			
SWD	1	10	12	9	35	37	0	6				
ELL	23	9		15	25							
AMI												
ASN												

2021-22 ACCOUNTABILITY 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	ELP Progress
BLK	15	27	21	16	43	46	13	18	88			
HSP	36	37	9	42	56		39	46	92			
MUL	33	38		30	53		27	27				
PAC												
WHT	33	38	31	48	65	79	37	42	82			
FRL	20	30	23	23	47	50	17	22	89			

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	23	30	25	18	27	40	21	27	85			
SWD	13	22	21	14	31	35	20	5	100			
ELL	17			8								
AMI												
ASN												
BLK	16	24	18	9	23	39	11	16	93			
HSP	38	44		38	27		38	47	80			
MUL	30	35		21	38		29	31	80			
PAC												
WHT	36	46	59	35	37	53	48	47	69			
FRL	22	30	25	16	27	40	19	26	86			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	22%	37%	-15%	47%	-25%
08	2023 - Spring	29%	38%	-9%	47%	-18%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	19%	37%	-18%	47%	-28%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	25%	41%	-16%	54%	-29%
07	2023 - Spring	26%	48%	-22%	48%	-22%
08	2023 - Spring	34%	31%	3%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	21%	36%	-15%	44%	-23%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	67%	38%	29%	50%	17%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	87%	56%	31%	63%	24%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	35%	55%	-20%	66%	-31%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Overall data supports the fact that the majority of students are underperforming (36%) - as evidenced by the low success in ELL students (17%), SWD (13%), both of these subgroups will be the focus in the 2023-24 Academic Year. Trends or a review of prior year performance is not applicable since our company just received the charter in May 2023.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Historically data is fairly consistent: Overall data ranges within the 37%-40% mark in school grade with the largest fluctuations coming with SWD dropping from 30% in 2018-19 to 14% in 21-22. Multiracial students also saw a drop from 18-19 data to 21-22 (44% - 35%). Trends or a review of prior year performance is not applicable since our company just received the charter in May 2023.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest need for improvement lie in 8th Grade Science (-28%) and Civics (-30%) when compared to state averages on those tests. Trends or a review of prior year performance is not applicable since our company just received the charter in May 2023.

Which data component showed the most improvement? What new actions did your school take in this area?

Hispanic students increased in proficiency by 1 point in ESSA data when it comes to improvement. The other subgroups stayed the same or dropped in performance. Trends or a review of prior year performance is not applicable since our company just received the charter in May 2023.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Potential areas of concern rise from Suspensions and Absenteeism, with students not being at school for either reason this is a contributing factor tot he low academic performance. ELA/Math Failure is 63/67 students and not receiving Tier 1 instruction, or if those students are ESE or ELL further compounds the issues they will face on the road to success.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Improve school attendance
2. Create a PBIS Plan to support students in avoiding suspension and being able to attend class
3. Provide rigorous Tier 1 instruction for all students in all subjects

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Using EWS Data as part of our PLC Process, staff members will review attendance, chronic absenteeism, and behavioral data to identify at-risk students. With the infusion of the social-emotional learning curriculum Attitude is Altitude, we will provide SEI for all students to create an environment where they feel part of a community of learners and will hopefully meet expectations with support. Economically Disadvantaged, SWD, ELL, and Black student subgroups will reduce the percentage receiving office discipline referrals to match the overall school average. The Warrington Preparatory Team is committed to creating a climate that supports academic, behavioral, and mental health for students, staff, and parents through culturally sensitive instruction, implementation of PBIS, and community engagement. We will maintain a safe environment and publicly praise students throughout the school in writing and on announcements who are doing the right things and meeting expectations so that school is seen as a positive place to be - cutting back on absenteeism and referrals.

Measurable Outcome:

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

Throughout the year our attendance percentage will be at or above 90% daily. The number of office referrals will reduce by 40% in the 2023-2024 Academic Year from 2022-2023 data.

Monitoring:

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

The Leadership Team (Principal, Assistant Principal, Deans, Student Service Coordinators) and the Enrollment Team will meet weekly to review discipline data (referrals) and attendance for each student with a focus on the students identified as at-risk above.

Person responsible for monitoring outcome:

Caleb Lovely (clovely@ecsdfi.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Have a multitiered system in place that supports the behavioral practices—from the schoolwide to the individualized levels, including Attitude is Altitude for SEI.
2. School staff supports are put in place through professional development to include behavior interventions, classroom management, and student behavior feedback systems.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order for students to improve academically they must be in school to receive instruction. Improvement on absenteeism and school absenteeism due to referral consequences plays a significant part in helping students to achieve success.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

The Leadership Team will meet with teachers bi-weekly to discuss this data student referrals and the absentee rate of students and to create support plans for students.

Person Responsible: Caleb Lovely (clovely@ecsdfl.us)

By When: Bi-Weekly

Leadership Team Members will monitor the use of AIA Curriculum with fidelity to insure that students are receiving the lessons and skills/resources to use in their daily routines.

Person Responsible: Patricia Anderson (panderson2@ecsdfl.us)

By When: Weekly during lesson plan checks

Behavior data (referrals to Deans or to Student Services) will be reviewed to allow for interventions to be put in place including parental involvement and/or Behavioral RTI/MTSS.

Person Responsible: Daryl Floyd (dfloyd2@escambia.k12.fl.us)

By When: Biweekly

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Warrington Preparatory Academy was established in 2023 due to historically poor academic performance. With a focus on standard-aligned instruction, the school will be able to increase its proficiency rate for all students and subgroups.

Measurable Outcome:

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

By creating a Personalized Learning Plan (PLP) for each student, providing research based instructional practices, providing a school environment that is designed to foster collaboration and flexible seating and meeting all learners at their instructional level, students will improve in all subgroups and overall by 15% in every academic area.

Monitoring:

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

The leadership team will conduct walkthroughs to monitor the instruction provided to students. Lesson Plans will be based on the PLC Model of data inquiry. The leadership team will meet weekly to review instructional trends and develop instructional action steps. Students' performance will be monitored using daily formative assessments (e.g., exit slips), summative assessments at the end of each unit (common assessment), and progress monitoring assessments in the Fall, Winter, and Spring both through NWEA/ MAP and the Progress Monitoring from the state. 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 reteaching opportunities as well as additional professional development opportunities for staff. Classrooms are designed for collaboration and small group instruction.

Person responsible for monitoring outcome:

Erica Foster (efoster@warringtonprep.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Teachers will participate in ongoing professional development which focuses on providing high-quality, differentiated, standards-based instruction. All WPA Staff members will be part of the Professional Learning Community Model and will review student data to find new entry points to assist in supporting student achievement. Students will be given multiple opportunities to interact with materials and demonstrate mastery.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The work of the DuFours (PLCs at Work) shows that teachers who use data as the driver for instructional strategies will be more successful and will be more willing to share best practices with the team.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train leadership team and teachers on the PLC model to establish norms and common expectations for lesson planning. Data should be a driver in all decisions made for students. The leadership team will meet with teachers to discuss data on a biweekly basis for both the overall population and specific subgroups.

Person Responsible: Patricia Anderson (panderson2@ecsdfi.us)

By When: Bi-Weekly Monitoring

Coaching will be provided to teachers based on CSUSA TFET Standards addressing classroom elements and student experience. The coaching will be focused on indicators and observation.

Person Responsible: Daryl Floyd (dfloyd2@escambia.k12.fl.us)

By When: Weekly

Classrooms will be centers of collaborative inquiry for all students and will be able to accommodate small group instruction at all times.

Person Responsible: Erica Foster (efoster@warringtonprep.org)

By When: January 15, 2024: Start of second semester

#3. Instructional Practice specifically relating to Career & Technical Education**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

All students will be encouraged to take and earn two Industry Certifications each year: during the first year all students will participate in an ethics and safety certification as well as computing basics. Students will be given a catalog of choices to select from in an effort to help them acquire skills and develop a possible career interest of identify a specific course of study in higher education.

Measurable Outcome:

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

By the end of AY 2023-2024, students at Warrington Preparatory Academy will earn, as a school 750 certifications.

Monitoring:

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

Students who earn their certificate will become part of a school-wide celebration. Staff members including the Deans, will track student certifications and update the students, staff and community stakeholders on a monthly basis.

Person responsible for monitoring outcome:

Caleb Lovely (clovely@ecsdfi.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

A key goal of the "Carl D. Perkins Career and Technical Education Act of 2006" ("Perkins IV") is to ensure career and technical education (CTE) programs are widely available for preparing high school and college students for "high skill, high wage, or high demand occupations in current or emerging professions" ("Perkins IV," 2006, Sec. 2-1). A related goal is to support schools in overcoming "geographic and other barriers affecting rural students and special populations" (Sec. 135-c-10).

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

College should be an option, but not the only option placed before students today. There is a demand for workers who can perform certain skills and industry certification is one way to demonstrate those skills. Students at Warrington Prep will work together in a collaborative setting to learn standards and skills that they will apply to earn a certification. This certification, as it is recognized by businesses and colleges, is evidence that they have mastered the content.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Students will be taught Industry Certifications by instructors who currently hold the Certification and are also familiar with the application in a real world setting.

Person Responsible: Erica Foster (efoster@warringtonprep.org)

By When: Ongoing throughout the year (based on hiring and opening needs)

Students will be able to work on Industry Certifications in a flexible setting that meets their needs for individual work, small group work and whole group tasks. This includes up to date computers and devices to allow for software to be accessed as part of learning and assessment.

Person Responsible: Erica Foster (efoster@warringtonprep.org)

By When: Ongoing throughout the year: Purchasing cycles will vary.

Field Experiences to visit places to use the Industry Certifications will allow students to see the real world application of the material.

Person Responsible: Daryl Floyd (dfloyd2@escambia.k12.fl.us)

By When: Ongoing throughout the year, end of school as last date

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP will be posted on the school's homepage: www.warringtonprep.org

Since taking leadership of the school in May 2023 we plan to engage the community and staff stakeholders immediately. We hope to build a more robust PFEP once our SAC and community join us at the beginning of school.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 23-24 school year, multiple academic Family Nights are scheduled to build the capacity for involvement and building relationships to improve student academic achievement. By partnering with Parent University, parents will be provided free access to learning and services from the community which will serve as a model for their student. Flyers will be sent home as well as Social Media Posts letting the community and parents know about the events and meetings.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged directly to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website: www.warringtonprep.org

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

By using a strong SEL Curriculum, Attitude is Altitude, focusing on Personalized Learning Plans for every student so they understand their current level of performance and set academic goals that they can target as well as a school wide emphasis on best practices in teaching and lesson plan development we will support all learners in achieving their full potential. We will also closely track, monitor and intervene with plans for the high absenteeism rate and rate of suspensions/referrals.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Carl Perkins Career and Technical Education Act: Provides funds to increase the quality of career and technical education.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have hired a full time Navigator, a full time Licensed Mental Health Provider as well as a full time Registered Nurse to work with all students and families so that students can focus on learning with this level of support. We will offer a range of before and after school activities for the students and their families to help them increase their knowledge and provide support when needed to ensure student success.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

We are offering Industry Certifications to allow students the chance to develop job skills that could lead to employment or pathways to a chosen course of study post K-12. Students will take certain initial certifications with the hope of expanding our offerings on an individual basis so students can leverage technology to increase their knowledge and gain information.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Tier 1 or primary prevention practices are established in all classroom and school-wide settings to (a) teach and encourage expected behavior, (b) prevent problem behavior, and (c) most importantly, maximize academic achievement. Tier 1 practices are implemented for all students by all staff across all settings.

Tier 2 practices are implemented across small groups of students, usually across all school settings and by staff members who are responsible for teaching these students. We have Student Service Counselors as well as Mental Health Counseling and Academic Support Coaches to assist with academic or behavioral issues. Our Leadership Team will monitor attendance and referral data on a weekly basis.

Tier 3 or tertiary prevention practices are implemented for students whose behaviors are high risk of failure and/or unresponsive to Tiers 1 and 2. Tier 3 practices are highly specialized and implemented at the individual student level by a team with behavior expertise. We will practice a MTSS/RTI Plan to capture data on things that work and do not work for students who are struggling academically or behaviorally so that appropriate placement and supports can be provided in accordance with law and best practice.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

All staff members will participate in Professional Learning that improves their practice and provides information to inform their work with students regardless of their assignment. CSUSA provides PL for teachers in each content area, Deans, Principals and Assistant Principals as well. Each learning session strives to provide information on how to best serve students both inside and outside the classroom. In addition, staff members are able to attend State and National Conferences on a variety of topics including best academic practices, Social-Emotional Learning, Specific Learning Strategies for ESSA Populations, etc.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A: Middle School

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$69,617.17
Function	Object	Budget Focus	Funding Source	FTE	2023-24	
5100	394	0561 - Warrington Preparatory Academy	UniSIG		\$11,717.17	
		<i>Notes: Warrington Preparatory Academy UniSIG: Focus 1-3 Office supplies are needed to create flyers and awards for celebrations as well as posters and motivational materials celebrating students with good attendance and behavior. Teacher classroom tracking materials. (certificate paper, post it chart paper, astrobright paper, lined chart paper, praise sticker)</i>				
7900	394	0561 - Warrington Preparatory Academy	UniSIG		\$51,500.00	
		<i>Notes: Warrington Preparatory Academy UniSIG: Focus 1-3 To support students with behavioral and academic concerns WPA will provide Kagan Strategies Professional Development for the entire staff at WPA (Administrators, Teachers, Support Staff and Facilities Team). Kagan strategies will provide the Cooperative Learning Training with an emphasis on "Win-Win" and "High Risk" Strategies followed up by observations and team coaching throughout the remainder of the year (5 days = \$15,000, Materials = \$6500, Coaching follow up in classrooms (10 days @ \$3000/day)</i>				
5100	394	0561 - Warrington Preparatory Academy	UniSIG		\$5,400.00	
		<i>Notes: Warrington Preparatory Academy UniSIG: Focus 1-3 To support all students and staff with Social-Emotional Learning, the Attitude is Altitude Curriculum, Student Materials,</i>				

			<i>Online Access for families and Teacher Professional Development will be purchased and training face to face and online for staff will be provided. (\$1800 per grade level + \$1000 PD Cost (face to face))</i>			
	6400	394	0561 - Warrington Preparatory Academy	UniSIG		\$1,000.00
			<i>Notes: Warrington Preparatory Academy UniSIG: Focus 1-3 Online PD for staff (training face-to-face and online) for staff will be provided to support all students and staff with Social-Emotional Learning, the Attitude is Altitude Curriculum, Student Materials, Online Access for families, and Teacher Professional Development will be purchased, and training face-to-face and online for staff will be provided. \$1000 PD Cost (face to face)</i>			
2	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				\$164,726.08
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	394	0561 - Warrington Preparatory Academy	UniSIG		\$23,434.33
			<i>Notes: Warrington Preparatory Academy UniSIG SIP: Focus 1-3 Computers for teachers to support student instruction and create PLPs and monitor individual learning</i>			
	5100	394	0561 - Warrington Preparatory Academy	UniSIG		\$41,291.75
			<i>Notes: Warrington Preparatory Academy UniSIG SIP: Focus 1-3 After School and "Boot Camp" Tutoring Program; Hourly rate of pay for teachers (\$40/hour) 18 weeks (including Spring Break & Possible Holiday Camp); projected to have 6 tutors daily</i>			
	5100	394	0561 - Warrington Preparatory Academy	UniSIG		\$100,000.00
			<i>Notes: Warrington Preparatory Academy UniSIG SIP: Focus 1-3 Curriculum Resource Teacher; WPA will provide a full time Curriculum Coach to support the "Science of Reading" implementation in classrooms as we work on improving student ELA Scores.</i>			
3	III.B.	Area of Focus: Instructional Practice: Career & Technical Education				\$0.00
					Total:	\$234,343.25

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No