



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org



Turnaround Option Plan – Step 1(TOP-1)

3-Options

1. Reassignment and Closure
2. Charter
3. External Operator/Outside Entity

**Escambia County Public Schools
Warrington Preparatory Academy**

Due: September 1 for Cycle 1 or November 1 for Cycle 2-4

Form Number TOP-1, 3-Options, incorporated in Rule 6A-1.099811, F.A.C., effective August 2023

Turnaround Option Plan—Step 1 (TOP-1) 3-Options

Purpose

The purpose of this document is to guide districts to plan for the implementation of one of the three turnaround options (Closure, Charter or External Operator/Outside Entity) to improve the school's grade to a "C" or higher.

Directions

Districts shall complete this Step 1 form for each school that has selected one of the three turnaround options (Closure, Charter or External Operator). This plan must be submitted by the district to the Regional Executive Director (RED) for review and feedback before submitting it to BSI. The plan must be approved by the local school board. This completed form must be signed by the superintendent or authorized representative and emailed to BSI@fldoe.org, no later than September 1 if one of these three options is Cycle 1 or November 1 if Cycle 2-4. The subject line of the email must include district name, school name and TOP-1.

School

In the box below, identify the name and MSID number of the school that will be supported through the turnaround option plan.

School Name/ MSID Number
Warrington Preparatory Academy/0561

Stakeholder Engagement

In the box below, describe the district's efforts to engage and involve stakeholders, including the Community Assessment Team (CAT), to determine causes for low performance, and make recommendations for school improvement. Include a list of names and affiliation of CAT members. The RED or their designee shall be a member of the CAT. Include a list of meetings that were held regarding the development of the turnaround option plan, as well as scheduled meetings that will be held during implementation of the plan.

Names and affiliation of CAT members:

Delvin Vick, Principal of Warrington Preparatory Academy, Staff
Dr. Shenita McCastler, Assistant Principal of Warrington Preparatory Academy, Staff
Caleb Lovely, Assistant Principal, Warrington Preparatory Academy, Staff
Levon Wright, Student Services Coordinator, Warrington Preparatory Academy, Staff
LuTimothy May, Community Liaison, Warrington Preparatory Academy, Staff
Tracey Saxon, Director of School Support, Florida State Team/CSUSA, Charter Organization
Kerri Coots, Director of Alternate Education, Escambia County School District, District
David Hines, Parent, Warrington Preparatory Academy
Deontra Bickham, Parent, Warrington Preparatory Academy
Pastor Caleb Marcel Davis, Adoration For A New Beginning Church, Community Member
Dr. Rachel Heide, Regional Executive Director/BSI, State

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Dates of CAT meetings (held and upcoming meetings):

September 19, 2024	5:30 - 6:30PM
November 18, 2024	5:30 - 6:30PM
January 16, 2025	5:30 - 6:30PM
May 13, 2025	5:30 - 6:30PM

What school data was analyzed?

- 2024 Spring FAST Data
- 2024 Fall NWEA MAP Data (areas that we had captured at time of the meeting)
- 2023-24 Attendance Data
- 2024 Spring Parent, Staff and Student Survey Data

Identified causes of low performance:

1. **Student Attendance/Student Tardiness:** Students at Warrington Preparatory Academy missed **12,696** days of school, during the 2023-2024 Academic Year resulting in **88,872 hours** of missing instructional time. Parents were encouraged to make every effort to have students on time for class and to remain in school throughout the entire day, every day. The bus driver shortage in the ECSD contributed to some students being tardy and the WPA and ECSD Teams worked together to try and limit the impact on instructional time.
2. **Teacher and Resource Availability:** Challenges pertaining to teacher retention, insufficient numbers of certified teachers and the educational impact of the COVID-19 pandemic have been recognized as significant barriers to academic success.
3. **Whole Child Needs:** Students at Warrington Preparatory have a definite need for proper nutrition and a safe, clean campus in order to feel safe and be eligible to learn. Partnerships with the local Health Department (vaccinations and dental screenings & sealants) and mental health services support the needs of the whole child.

Recommendations for school improvement:

Community Partnership/Engagement:

- Establish a community support group with businesses and government representatives
- Invite parents and families to participate in the **WPA PowerUp Program** and learn a new skill or support while their child is in tutoring.
- Maintain positive messaging on Social Media regarding school events and successes so that the community can see the great things happening at Warrington Preparatory Academy and share it with others.
- Continue to invite parents in to meet with the school leadership (**Coffee with the Principal monthly meetings**), **academic nights (Math/Science Explorer Night)** and **family fun nights (Movie Magic)**.

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Resource Allocation:

- Create a WPA Rocket Sponsorship Program to provide a way that local businesses, community organizations and alumni can financially support WPA and the PBIS Program to reward students for doing the right thing both academically and socially.
- Seek organizations to enhance community groups like the Lamplighters, to mentor students and support their learning and development.
- Partner with UWF or other agencies to show students a pathway to their future by learning academic information so that it can be applied to the career of their choice. Start to engage students in talking about their future and helping them learn the route to that goal.

Student Support and Engagement:

- Create clubs and activities driven by student interest.
- Organize guest speakers, motivational visitors and community members to speak to students about the importance of attending school and putting forth their best effort.
- Teach students about their data as they complete their Personalized Learning Plan – have the student set the goal and chart their progress.
- Celebrate students not only for academic success, but also academic improvement (BUG Club = Brought Up Grades) so that they are incentivized to keep working hard.
- Continue to offer academic support and enrichment before school, after school on Saturdays and during school breaks so that extra minutes can be used to help fill in academic gaps and build confidence.

Other information:

For the 2024-2025 Academic Year, Warrington Preparatory Academy has proactively implemented several actions to support their school improvement plan and areas of concern. These actions fall within three domains: Transformational Leadership, Standards-Based Instruction, and Positive Culture and Environment.

Transformational Leadership:

- Hired a veteran Principal with prior turnaround experience and a history of success at multiple schools
- CSUSA has assigned one staff member to support WPA exclusively and serve as a guide for the school leaders as they continue to build their knowledge of CSUSA and the existing systems
- Placed an increased focus on the need for consistent feedback on teaching for every teacher on campus, and created a professional development calendar that mirrors the identified needs of the staff.

Standards-Based Instruction:

- Access to well-trained or certified teachers in all core content classrooms: Encourage temporary certified teachers to enroll in CSUSA Teacher Prep Program to gain full certification.
- Staff can take part in ECSD Professional Development Classes as well as CSUSA Professional Learning and Coaching around BEST Standards. The FLDOE Learning Opportunities will also be promoted.
- Engage the BSI Team to provide specific coaching and resources to supplement the training for WPA Staff Members.

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- WPA will use the CSUSA Instructional Focus Assessments, which are written to mimic the depth and full intention of the benchmark, as common assessments to lead Professional Learning Community work and focus on great learning and teaching.

Positive Culture and Environment:

- The Deans of Students will lead a Positive Behavior Intervention Support Program for all WPA students.
- WPA Leadership will work to ensure that every student has an adult champion in the building who can provide support for academic and non-academic interests.
- A restorative approach to student discipline will be used so that students can see the impact of choices and be able to learn the skills to restore broken relationships caused by their choices.
- Staff and Students, along with parents, will be given a monthly opportunity to provide feedback to the Leadership Team on the school and programs.
- Parents will be invited to come to the school to further their own learning as well as take part in activities highlighting the accomplishments of their student.

Needs Assessment

The district is responsible for documenting a needs assessment that uses quantitative and qualitative data to identify the needs of the school system, including needs identified by families and the community.

The summary of the needs assessment results must address points of strength and opportunities for growth in the school system (at both the district and school level) in each of these three domains:

1. Transformational Leadership
2. Standards-based Instruction and Learning (for student and adult learners)
3. Positive Culture and Environment

In the box below, describe the methodology used for the needs assessment, including 3-year data trends from the state, district and school levels. Include a review of all strategies to determine which are improving the school and should be reinforced or supplemented, as well as which strategies are not resulting in improvement.

Describe the methodology used for needs assessment, including 3-year data trends from the state, district and school levels.

- Warrington Preparatory Academy (WPA)/Warrington Middle School has been a “D” school since 2014 when it rose from 2013 “F” performance.
- Charter Schools USA (CSUSA) entered into an agreement with the Escambia County School Division (ECSD) in late Spring of 2023 to avoid the school closing down and removing an educational setting from the Warrington Community.
- In Year 1, WPA earned 42% of the total points possible. In 2023 WMS earned 36%, in 2022 WMS earned 37% and in 2021 WMS earned 33% of the total points possible in school grade calculation.

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Identify strategies that have evidence of improvement at the school and how they will be reinforced or supplemented.

- Collaboration with the FLDOE Bureau of School Improvement and a partnership with the ECSD have allowed the staff at WPA to benefit from multiple sources of feedback to improve instruction.
- CSUSA has implemented its Education Model and staff are trained in the continuous improvement cycle as well as Trauma Informed Practices and Youth Mental Health First Aid.
- The use of Common Formative Assessments and the CSUSA Instructional Focus Calendar certain that every student receives instruction aligned to the FLDOE BEST Standards, and that WPA can gauge their success as well as identify areas of opportunity for improvement by offering assessments that meet the depth and rigor of the benchmark itself.
- WPA will begin academic support earlier in the school year to make sure that student needs are met in areas of prior year materials that were not mastered. We will reinforce this by starting earlier and using grant funds to provide transportation so more students can take part.

Identify strategies that have not resulted in improvement. What will be done differently?

- Warrington Preparatory Academy will build on the success from the previous year and continue to refocus on better meeting the remediation needs of our learners so that they can fill in learning gaps and have the grade level content become more attainable.
- WPA will monitor more closely the attendance in tutoring (before school, after school, Saturdays and during school breaks) and provide transportation for students so it is more accessible for students and families to take part.
- WPA has changed Principals – moving to a leader with extensive turnaround experience and long term success. We feel this leader will provide stability and a laser focus to consistent feedback for students, staff and families.

Select One Turnaround Option

Check the box to indicate the turnaround option selected by the district.

X Closure (RC): Close the school and reassign students to another school and monitor the progress of each reassigned student.

Additional Information:

Escambia County is seeking an extension for the 2025-2026 school year for Warrington Preparatory Academy to remain operating as a Charter School through Charter Schools USA.

After only one year, Warrington Preparatory Academy made a significant increase in student achievement, earning its highest school grade since 2011. With this significant positive trajectory and more time, we believe WPA will transform into a “C” or higher graded school.

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- Charter (CH):** Close the school and reopen the school as one or more charter schools, each with a governing board that has a demonstrated record of effectiveness.

Additional Information:

- External Operator/Outside Entity (EO):** Contract with an outside entity that has a demonstrated record of effectiveness to provide turnaround services or operate the school. Check applicable options (may include one or a combination):

- District-managed charter school or high-performing charter school network; or**
- Contractual agreement that allows for a charter school network or any of its affiliated subsidiaries to provide individualized consultancy services.**

Additional Information:

Selected Turnaround Option Plan Rationale

In the box below, describe the district's efforts to engage and involve stakeholders, CAT and the school leadership team in the selection of one of the three turnaround options. Provide the rationale for the selected turnaround option.

Warrington Middle School/Warrington Preparatory Academy has exhausted all options other than reassignment closure. Warrington Middle School contracted with the External Operator Learning Sciences International (LSI) the 2021-2022 school year and converted to a charter school (CSUSA) the 2023-2024 school year.

Complete only the section for the selected turnaround option.

The district must agree to ALL of the assurances for the selected turnaround option by checking the corresponding boxes.

Reassignment and Closure (RC)

Assurance 1: Close and Reassign Students

The district shall close the school and reassign students to higher-performing schools with a "C" or higher in the district. *A new school does not qualify since it does not have a record of performance.*

The district shall ensure that students from the closed school are not assigned to instructional personnel with VAM ratings or district evaluations that are below effective.

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Assurance 2: Monitoring Reassigned Students

✘ The district shall monitor the reassigned students and report their progress to the Department for three years on a quarterly basis with the first year students from the closed school are reassigned. Reports shall include student attendance, grades and progress monitoring data aligned to Florida’s State Academic Standards, the type of intervention and instruction provided to students to address deficiencies, as well as all instructional personnel assigned to students and their VAM rating. The district shall provide quarterly reports to the RED.

Assurance 3: Reassignment of Instructional Personnel and Administrators

✘ The district shall ensure, for the upcoming school year, instructional personnel from the closed school with VAM ratings that are below effective are not reassigned to other School Improvement (SI) schools within the district.

✘ The district shall ensure that administrators from a school closed through selection of this turnaround option are not reassigned to other SI schools within the district for the upcoming school year.

✘ The district shall ensure that, for the upcoming school year, instructional personnel from the closed school who are rated below effective are not assigned to:

1. A high school or middle school student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year in the same subject area.
2. An elementary student who was taught by a classroom teacher with a VAM rating that is below effective for the previous school year.

Charter (CH)

Assurance 1: Close and Reopen School

The district shall close the school and reopen it as a charter or multiple charters.

Assurance 2: Contracting with Charter Organization

The district shall enter into a contract with the charter organization following established district policies and procedures for contracting with external providers.

Assurance 3: Selecting a Successful Organization

The district shall select a charter organization that has a record of school improvement in turning around schools that are low-performing with students of similar demographics or a charter school with a record of high performance.

Assurance 4: Selecting Leadership

The district shall ensure the principal or school leader has a successful record and the qualifications to support the student population being served.

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Assurance 5: Selecting Instructional Staff

- The district shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective pursuant to section 1012.34, F.S., shall not be staffed at the school.

External Operator (EO)

Assurance 1: Selecting a Successful EO/Outside Entity

- The district shall select an EO/Outside Entity that has a record of school improvement in turning around schools that are low-performing with students of similar demographics.

Assurance 2: District Capacity and Support

- The district and the EO/Outside entity ensure the instructional programs align to Florida's state academic standards and provide data to support intervention for students.
- The district and the EO/Outside entity ensure the development of an annual professional learning plan that provides ongoing tiered support to increase leadership and educator quality.

Assurance 3: Selecting Leadership

- The district and the EO/Outside Entity shall ensure the incoming principal and school leadership team have a successful record in leading turnaround schools and the qualifications to support the population being served.
- Ensure the principal will be replaced upon entry into EO/Outside Entity unless, in collaboration with the Department, it is determined that the principal will have the skillset for turnaround success at the school.

Assurance 4: Selecting Instructional Staff

- The district and the EO/Outside Entity shall ensure that instructional personnel with VAM ratings or district evaluations that are below effective, pursuant to section 1012.34, F.S., shall not be staffed at the school.
- If the district establishes a district-managed charter school or a high-performing charter school network, the district shall ensure all instructional personnel are not employees of the school district, but are employees of an independent governing board composed of members who did not participate in the review or approval of the charter.
- The district and the EO/Outside Entity shall ensure the review of practices in hiring, recruitment, retention and reassignment of instructional personnel have been reviewed with priority on student performance data.

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- The district and the EO/Outside entity shall ensure that K-12 reading instruction is provided by teachers with a reading certificate, endorsement or micro-credential.
- The district and the EO/Outside entity shall ensure submission of a MOU required by section 1001.42(21), F.S., that relieves the school from any contract restrictions that limit the ability to implement strategies to improve the school's low performance.
- The district and the EO/Outside entity will ensure submission of a roster of instructional staff at the school.

Assurance 5: Contracting with the EO

- The district shall enter into a contract with an EO/Outside Entity to provide turnaround services or to operate the school, following established district policies and procedures. To ensure the district is well positioned in contract negotiations with an EO for the upcoming school year, the following must be addressed in the contract:
 1. Performance indicators and growth metrics that the EO/Outside Entity must meet during the term of the contract showing that the school is on track to earn at least a "C" grade within two years and that ties payment to such improvement;
 2. The district's authority to terminate or non-renew the contract for a second year should the EO/Outside Entity fail to meet the performance indicators, growth metrics or fail to meet its contractual obligations;
 3. Services and responsibilities for leadership and instructional staffing, curriculum and instruction, assessments, progress monitoring and professional learning;
 4. EO/Outside Entity's record of school improvement and its role in recruitment, selection and placement of instructional personnel and the school leadership team;
 5. Where the district has an existing contract with the EO/Outside Entity, a detailed provision outlining the new or modified services to be provided by the EO/Outside Entity;
 6. A detailed budget with conditions of payment based on performance indicators, including a deferred payment of the final installment of 33% of the contracted amount until delivery of agreed upon improvement and outcomes. The contract must include a provision where the final 33% of the contract value may not be paid until and unless the EO/Outside Entity demonstrates that the school has achieved at least a "C" grade or that the school has improved by at least four school grade percentage points overall; and
 7. The district's authority to modify, terminate or non-renew the contract for a second year should the State Board determine the EO/Outside Entity failed to meet the performance indicators, growth metrics or is otherwise not on track to achieve a grade of at least "C" within two years of the release of school grades.

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Timelines

This timeline applies if the district selects RC.

- For Cycle 1, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by October 1.
- For Cycle 2-4, if the district selects RC, the district acknowledges that the plan (TOP-2) is due to the Department by January 31.

This timeline applies if the district selects EO/Outside Entity.

- For Cycle 1, the district acknowledges that the plan (TOP-2) and the ~~CH~~ or EO/Outside Entity contract is due to the Department by October 1.
- For Cycle 2-4, the district acknowledges that the plan (TOP-2) and proposed ~~CH~~ or EO/Outside Entity contract are due to the Department by January 31, and the district school board-approved EO/Outside Entity contract is due to the Department by May 1.

Request for Extension of Turnaround Plan, Criteria and Due Date

The district requests additional time to implement its turnaround plan for the following year. The district meets the following conditions and shall provide evidence that the school is likely to improve to a “C” or higher by the end of the following school year.

Upon request from the district, the SBE may grant additional time for the district to implement its current turnaround plan if the following conditions are met:

1. The request, approved by the local school board, is received by the Department on or before November 1 on this form;
2. The request demonstrates that the school has a positive trajectory using the grade components listed in s. 1008.34(3)(b), F.S;
3. The request demonstrates that the SI school has no instructional personnel with VAM ratings of Unsatisfactory and that the percentage of instructional personnel with VAM ratings of Needs Improvement is at or below the district percentage where the district has more than five schools, or the state percentage where the district has five or fewer schools;
4. During the remainder of the implementation of the turnaround plan, the district agrees to staff the school with no Unsatisfactory rated instructional personnel and maintain or improve the school’s VAM average, as provided in rule 6A.1.099811(16)(a)4.
5. The request includes a description of the services that will be implemented to ensure the sustainability of improvement in the next year and beyond.

In the box below, the district must provide evidence that the school met the above conditions. Explain how the school will improve to a grade of at least a “C” during an extended period of implementation of the turnaround plan. Outline any changes in activities and strategies that will occur should additional time be granted by the SBE.

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Evidence that the five conditions were met:

1. The Escambia County School Board will vote to approve or not approve the TOP-1 plan at the regular school board meeting on October 15, 2024. Submission to the Department will occur following the school board meeting
2. Warrington Preparatory Academy (WPA)/Warrington Middle School has been a “D” school since 2014 when it rose from a 2013 “F” performance. In Year 1 of operation as a charter school (CSUSA), WPA earned 42% of the total points possible, which is the highest school grade rating since the 2011 school year. (In 2023 WMS earned 36%, in 2022 WMS earned 37% and in 2021 WMS earned 33% of the total points possible in school grade calculation.)
3. Warrington Preparatory Academy has made a commitment to improve their overall VAM ratings. The current VAM ratings are listed below.

ECPS and WPA VAM Distribution					
	#VAM Teachers	Highly Effective	Effective	Needs Improvement	Unsatisfactory
ECPS	541	6%	70%	16%	9%
WPA	9	0%	67%	33%	0%

4. Warrington Preparatory Academy (CSUSA) agrees to staff the school with no Unsatisfactory rated instructional personnel and to maintain or improve the school’s VAM average.
5. Services outlined above.

Explain how the school will improve to a “C” or higher:

For the 2024-2025 Academic Year, Warrington Preparatory Academy has proactively implemented several actions to support their school improvement plan and areas of concern. These actions fall within three domains: Transformational Leadership, Standards-Based Instruction, and Positive Culture and Environment.

Outline proposed changes and strategies that will occur during the extended period:

Upon completion of the 2024-2025 school year, WPA will conduct a needs assessment and develop a new or revised School Improvement Plan based on data outcomes.

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Acknowledgment

The district verifies the information in this form and confirms that they have collaborated with the school and the RED.

Name and title of the person responsible for completion and submission of the TOP-1
Hollie Wilkins, Director of School Transformation (Input provided by CSUSA)
Contact information: email, phone number
hwilkins@ecsdfl.us ; 850 469 5327
Date submitted to the RED and the Bureau of School Improvement
10/16/24
Superintendent Signature (or authorized representative)
<i>Keith Leonard</i>
Local School Board Chair Signature (or authorized representative)
<i>Patricia Heflower</i>
Date approved by local school board
10/15/24

APPROVED
ESCAMBIA COUNTY SCHOOL BOARD
PENSACOLA, FLORIDA

OCT 15 2024

KEITH LEONARD, SUPERINTENDENT
VERIFIED BY
ADMINISTRATIVE RECORDING SECRETARY



THE SCHOOL DISTRICT OF ESCAMBIA COUNTY
75 NORTH PACE BOULEVARD
PENSACOLA, FL 32505
PH (850)432-6121 FX (850)469-6379
<http://escambiaschools.org>
KEITH LEONARD, SUPERINTENDENT

October 9, 2024

Commissioner Manny Diaz, Jr.
State Board of Education
325 W. Gaines Street
Tallahassee, FL 32399-0400

Dear Commissioner Diaz,

The Escambia County School District respectfully requests an extension for the 2025-2026 school year, allowing Warrington Preparatory Academy to continue operating as a Charter School under the management of Charter Schools USA. In just one year, Warrington Preparatory Academy has demonstrated remarkable improvements in student achievement, achieving its highest school grade since 2011.

In light of this positive momentum and the potential for further development, we are optimistic that Warrington Preparatory Academy will improve to a school grade of "C" or higher.

Sincerely,

A handwritten signature in black ink, appearing to read "Keith Leonard".

Keith Leonard

KL/dh