Escambia County School District

R. C. Lipscomb Elementary School

2016-17 Schoolwide Improvement Plan

R. C. Lipscomb Elementary School

10200 ASHTON BROSNAHAM RD, Pensacola, FL 32534

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	C	B

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

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

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- <u>Former F</u> - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- <u>Planning</u> - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- <u>Implementing</u> - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for R. C. Lipscomb Elementary School

DA Region and RED	DA Category and Turnaround Status
Northwest - [Rachel Heide](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of R.C. Lipscomb Elementary is to encourage students to make the most of their potential; to become independent thinkers and lifelong learners; and to produce self-reliant, productive citizens.

b. Provide the school's vision statement.

We envision a school where children are placed first. Our school is a loving and nurturing environment which emphasizes student performance and rewards it. It is a safe and orderly environment with guidelines and procedures that bring out the best in each child. R.C. Lipscomb Elementary is a place where parents, grandparents, and volunteers from all aspects of the community work toward one common goal of helping children achieve.

Our vision is one where learning is fostered through innovative and engaging techniques and ideas. R.C. Lipscomb Elementary is a place where developmentally appropriate activities are offered to students in such a manner as to foster the best academically in each child. It is a place where music, art, and P.E. are integrated with other forms of art and culture to enhance learning. It is a value rich environment where core values are lived and demonstrated by example. It is a place where administrators, teachers, and parents set standards and help students live up to those standards. It is a place where technology is integrated into the total curriculum. Finally, R.C. Lipscomb Elementary is a place that leads the way in every aspect of the educational program.

2. School Environment

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

R.C. Lipscomb fosters many cultures through daily instruction and the arts program. Students participate in programs that teach different cultures through music, visual and performing arts, and also through cultural programs within the classroom. The reading and social studies curriculum introduces many cultural backgrounds, which fosters relationships within the school setting. If a parent is in need of an interpreter for school related meetings, we coordinate to provide the needed service. At R.C. Lipscomb we protect the rights of all students and respect cultural differences. We use these differences to set a foundation for increased learning.

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

R.C. Lipscomb implements a School Wide Behavior Management Plan designed by a school-based team. The design of the plan, by a school based team, ensures the needs of the individual school environment are being monitored and implemented. This also ensures that we are creating an environment that demonstrates a feeling of safety and respect based on the demographics of the school.

The plan states school expectations for both staff and students. At R.C. Lipscomb Elementary, students are instructed to be responsible, orderly, amiable and respectful. Each staff member and student is trained in the prevention and reporting of bullying behaviors. Students are recognized for positive behaviors and honored at an assembly for demonstrating leadership qualities.

c. 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.

It is the goal of R.C. Lipscomb Elementary that each student is given the opportunity to participate in the class environment without interruption. We strive to have all students remain in the classroom for minor violations of school expectations. Teachers have been given instruction in developing a classroom behavior system. If classroom interventions deem unsuccessful, a request for guidance to observe the student is completed. Upon completion of an observation, the teacher is provided with strategies to implement within the classroom setting. Each staff member has been trained in building a rapport with students and differentiating instruction to produce positive behaviors, which in turn increase overall instructional time.

d. 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.

R.C. Lipscomb provides mentors for at risk students. These students meet with their mentor once a week. Students gain skills within independence and leadership. Students who are in need of a more therapeutic setting are referred to guidance for counseling. The school counselor then makes the decision if the student qualifies for counseling by a medical based provider. Our counseling team aids in the process of preparing and sending the needed documentation, in order to schedule the counseling sessions. Students who are in need of social skills may be requested to participate within a social skills group. Social skills groups instruct and foster appropriate peer and teacher social interactions. If the student's social-emotional needs are beyond what can be provided in the general education setting, the parents and school work together to form a plan that is appropriate for the student.

3. 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).

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

Student attendance and behavioral reports are reviewed each district grading period.

Any student who accumulates five unexcused absences within a thirty day period or ten days within ninety calendar days, is referred to the attendance child study team. This includes contact with our school social worker, who will visit with the guardians to discuss attendance concerns. If attendance issues continue to be a concern, the school social worker will report the information to the appropriate state office.

Any student who demonstrates a pattern of negative behaviors, that have resulted in a suspension, are referred to the behavior team. The team collects information to determine if the student demonstrates a pattern of negative behaviors. If a pattern is observed, the RTI process will be initiated to address behavioral needs.

Students who demonstrate failure within ELA or mathematics, as well as students who score a Level 1 on statewide standardized test, will be placed in the RTI process. This ensures that students receive all necessary and appropriate academic supports.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	4	23	14	21	19	15	0	0	0	0	0	0	0	96
One or more suspensions	1	3	1	2	1	2	0	0	0	0	0	0	0	10
Course failure in ELA or Math	0	8	6	4	2	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	4	16	32	0	0	0	0	0	0	0	52

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	2	2	3	5	8	0	0	0	0	0	0	0	20

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

Students who are identified by the early warning system will be recommended for the RTI process. Students who engage in behavioral concerns will be placed in the RTI process for behavior. The behavior team will also provide behavioral strategies to implement within the classroom and the bus. These strategies will be based on observation of the student, and his or her academic environment. Students who have excessive absences will be referred to our attendance child study team.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/304406.

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

2. 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.

Our school currently has 21 business partners. The assistant principal serves as a liaison between the school and partners. Our partners provide volunteers, mentors, and donations that help our school.

C. 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).

1. School Leadership Team

a. Membership

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

Name	Title
Moorhead, Rhonda	Teacher, K-12
Quarells, Barbara	Assistant Principal
Sanders, Susan	Principal
Maloney, Katie	Teacher, K-12
Dorsett, Melissa	Instructional Media
Presley, Jamie	Teacher, K-12
Hykes, Beverly	Teacher, K-12
Stone, Alicia	Teacher, ESE
Edgar, Tonya	Teacher, K-12
Hijuelos, Sarah	Teacher, ESE

b. Duties

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

Principal/Assistant Principal: Facilitates monthly Leadership Team meetings. During these meetings, information is disseminated and discussed with the team. The team makes decisions if needed on various topics. Discussions also include safety and any grade level concerns. Analyze school data and provide a common vision for the use of data-based decision making.

General Education/ESE Teacher: Provides information about the core instruction and participates in student data collection. Participates in discussions and makes decisions for school. Disseminates information to grade level. Shares concerns from grade level.

2. 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 Leadership Team will function as a Professional Learning Community that will help everyone at our school learn, implement, support, and share ideas related to RTI/MTSS and student improvement.

The Leadership Team will meet monthly to :
*Review policies and procedures, discuss items to be shared from various curriculum departments at grade level meetings.
*Develop and conduct professional development throughout the school year.
*Spend time analyzing school Reading, Math, and Behavior data.
*Attend and support RTI/MTSS Tier meetings to ensure implementation of RtI/MTSS is effective and strategies are implemented with fidelity.

At R.C. Lipscomb Elementary School the MTSS problem solving process is used in developing and implementing the school improvement plan by designing the goals and strategies to meet the needs of all students. Administration will conduct daily walk throughs to ensure that teachers are engaging students and teaching from bell to bell. Small groups will be enhanced by the use of teacher

assistants and inclusion ESE teachers. Funding will be used to purchase supplies and materials needed to increase student achievement and to purchase additional support personnel.

R. C. Lipscomb received Title 1 Grant money for the 2015-2016 school year. These funds will be used to purchase a .50 technology person, staff development, supplies, pay for substitute teachers for staff development, software, and parent involvement activities.

Services to neglected and delinquent students are provided by various district- oriented programs. These services are overseen by the Title 1 office. Our school does not serve Title 1, Part D students. Professional development is offered at both the school and the district level.

Services for English Language Learners are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school based sites attend their zone school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate or are currently working on it. Our school is not an ESOL center, but we serve ELL students in grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the ELL students at our school. This teacher assists both the classroom teacher and the ELL student.

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 1 Office. SAI monies are used for school supplies and technology.

The school offers a non-violence and anti-drug program to students that incorporates guest speakers, counseling, and classroom discussions. 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 Johnson 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. in addition, our district has launched the "Bullying" reporting website where bullies may be reported anonymously.

Our school is committed to continue offering nutritional choices in its cafeteria. This includes salad bar, ala carte items, and self serve options. Our school is 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. This is offered at the district level and overseen by the Title 1 District office. This program is not applicable to our school.

We are not a "Head Start" school.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Susan Sanders	Principal
Sierra Williams	Parent
Anessa Flannigan	Parent
Ayako Chibano	Parent
Lisa Suggs	Parent
David Sewell	Business/Community
Samantha Ingram	Parent
Brian Summerlin	Parent
Dorothy Hudson	Education Support Employee
Katherine Marsh	Teacher

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council reviews and provides feedback on whether last year's school improvement plan was successful.

b. Development of this school improvement plan

The School Advisory Council provides input for the school improvement plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council reviews the annual budget and provides input.

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

No funds allocated.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Dorsett, Melissa	Instructional Media
Sanders, Susan	Principal
Choat, Amanda	Teacher, K-12
Bloch, Jamie	
Quarells, Barbara	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives for the Literacy Leadership Team are:
1. To educate and train our teachers on the Florida State Standards.
2. To provide information and assistance with ELA.
3. To promote school-wide reading (AR program)
4. Coordinate Literacy Week activities.

D. 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).

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

Teachers have common planning time. In addition, each grade level meets once a week. We also have co-teaching classes on every grade level. Teachers attend various training and then facilitate training with their peers. Team building activities are planned with the entire faculty to encourage relationships across grade levels.

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

At R.C. Lipscomb we hire In-Field teachers. Our school assigns consulting teachers for first year teachers. We also assign veteran teachers to experienced teachers new to the school work site (mentors/buddy). Our school also utilizes START teachers for novice teachers.

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

Mentee Name/Mentor Assigned:
Frances Emmons/Beverly Hykes
Melody Pollard/Alicia Stone
Christy Larsen/Alicia Stone
Christy King/Alicia Stone
Jennifer Hines/Alicia Stone
Cindy Speed/ Toyna Edgar
Rachel Druhl/Jodie Ritchie

Teachers new to R.C. Lipscomb Elementary School are assigned a work site mentor. They are all assigned someone on their grade level that is very knowledgeable and will support them in all areas of teaching.

The mentor and mentee meet bimonthly in a professional learning community to discuss evidence-based

strategies to use in the classroom. The mentor is given release time to observe the mentee. Time is given for feedback, coaching, and planning.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

All core textbooks are adopted by the district and are aligned to Florida standards. The school district has provided pacing guides for each core subject as well.

b. Instructional Strategies

1. 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.

Teachers use multiple forms of data to differentiate instruction to meet the diverse needs of students, however one of the main focuses this year will involve data gathered from Discovery Education and Schoolnet. Teachers from each grade level use data obtained through both to guide instruction. Teachers use probes created by other teachers or they create their own to meet the needs of struggling students as well as those that are on or above grade level. These probes help students strengthen the areas where they are weak in reading, math or science. Teachers may also use a previously used data bank of questions to help students study particulars of standards. Teachers may choose games within Discovery Education for students to play that strengthen areas where they may be weak. Additionally, teachers may choose to group students in heterogeneous groups, using Discovery Education and Schoolnet data, so that students may learn from each other.

2. 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: After School Program

Minutes added to school year: 0

Teachers participate in grade level meetings weekly to plan and attend professional development opportunities after school.

Strategy Rationale

As teachers plan together, they learn from each other as they share ideas, experiences, and materials. They discuss what has worked as well as what has not worked with students.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Sanders, Susan, ssanders@ecsdfl.us

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

Teachers will collect DE and Schoolnet data and compare the first and last and/or quarterly assessments for reading, math, and/or science this school year.

*BPIE: The school inclusion team analyzes data ?quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

R. C. Lipscomb Elementary does not have a Title 1 Pre-K Program. Voluntary Pre-K students in Escambia County are served by private providers through Escambia County Readiness Coalition and the Escambia County School District at selected locations. Children that are enrolled at local preschools, such as Headstart, are given the opportunity to come and visit in our Kindergarten classes.

This past spring, our school offered "Kindergarten Story Time" for upcoming kindergarten students. These students were read a story by some of the kindergarten teachers. They also toured the school and took a bus ride on the bus ramp area. The administration gave the parents registration requirements and information about R.C. Lipscomb Elementary School. Many of our Kindergarten students have not had Pre-K experience. This means that our Kindergarten teachers have to back up their curriculum to meet the needs of the children coming into our Kindergarten classrooms. Our teachers do an outstanding job of transitioning preschool children into our public education.

Fifth grade students, who have scored a 1 or 2 on FSA and/or DE, will be given a reading placement test in May
in order to schedule reading blocks in middle school.

All fifth grade students with an IEP have a progression meeting in the last quarter of the school year. This meeting provides an opportunity for the middle school and elementary school to collaborate

providing a smooth transition to the next level of education. ESE teachers include a reading assessment in the student's CUM to help place students in an appropriate reading block.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increase student achievement

G2.   Increase daily attendance

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase student achievement `1a`

🔑 G081461

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	80.0
ELA Achievement District Assessment	80.0
Math Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal `3`

- Student Attendance specifically with lower quartile students. Tardiness and early checkouts.

- Traditional teaching methods

- Limited understanding of how to use a variety of data to drive instruction

- Teacher direction on writing instruction is limited.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Adopted curriculum

- District-Level Support in all subject areas/Area Specialists

- Availability of teacher training by Professional Learning Department

- Online Resources

- Thinking Maps Binders

Plan to Monitor Progress Toward G1. `8`

Attendance will be monitored following parent contact from administration to assure student attendance has improved.

Person Responsible
Barbara Quarells

Schedule
Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion
Improved attendance

Plan to Monitor Progress Toward G1. `8`

Classroom walkthroughs and E3

Person Responsible
Susan Sanders

Schedule
Weekly, from 9/1/2016 to 5/24/2017

Evidence of Completion
Increased student engagement in classrooms

Plan to Monitor Progress Toward G1. 8

Classroom walkthroughs

Person Responsible
Susan Sanders

Schedule
Weekly, from 9/1/2016 to 5/24/2017

Evidence of Completion
Students explain their data.

Plan to Monitor Progress Toward G1. 8

Classroom Walkthroughs/E3

Person Responsible
Susan Sanders

Schedule
Daily, from 9/1/2016 to 5/24/2017

Evidence of Completion
Observe teachers using Thinking Maps during writing instruction.

Plan to Monitor Progress Toward G1. 8

Meeting Notes

Person Responsible
Barbara Quarells

Schedule
Quarterly, from 9/14/2016 to 4/26/2017

Evidence of Completion
SRA Pacing Guide/Lesson Gain Charts

G2. Increase daily attendance 1a

🔑 G081462

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	7.0

Targeted Barriers to Achieving the Goal 3

- Student motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Attendance Team

- Attendance incentives

Plan to Monitor Progress Toward G2. 8

Will review attendance data

Person Responsible
Barbara Quarells

Schedule
Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion
Attendance Reports

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 student achievement `1`

🔑 G081461

G1.B1 Student Attendance specifically with lower quartile students. Tardiness and early checkouts. `2`

🔑 B215185

G1.B1.S1 Teacher will contact guidance when a student has been absent, tardy, or checked out early creating a pattern of concern. `4`

🔑 S227388

Strategy Rationale

When students miss time in school, it affects academic and social aspects of education, therefore students must be encouraged to attend school. Bell to bell instruction is of utmost importance in learning.

Action Step 1 `5`

Teachers communicate with parents when they first notice a pattern of attendance concerns. They then contact guidance for assistance if student attendance does not improve.

Person Responsible

Barbara Quarells

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Attendance reports through FOCUS

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

Guidance will print reports from FOCUS.

Person Responsible

Barbara Quarells

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Attendance reports

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

Improved student attendance

Person Responsible

Barbara Quarells

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Monthly meetings with guidance and administration to review attendance.

G1.B3 Traditional teaching methods 2

🔑 B215187

G1.B3.S1 Increase student engagement through the use of technology. 4

🔑 S227389

Strategy Rationale

We need to prepare our students for our district's Vision 20/20 initiative and the global expectations for technology proficiency.

Action Step 1 5

Teachers will participate in professional development on Google.

Person Responsible

Susan Sanders

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Sign-in sheet

Action Step 2 5

Teachers will participate in professional development focused on technology during Lipscomb Learning Labs.

Person Responsible

Susan Sanders

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Professional development will take place during grade level meetings and as scheduled on the Lipscomb Learning Lab Google calendar.

Person Responsible

Susan Sanders

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom walkthroughs/E3

Person Responsible

Susan Sanders

Schedule

Daily, from 9/1/2016 to 5/24/2017

Evidence of Completion

Observations of technology strategies being implemented.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Classroom walkthroughs/E3

Person Responsible

Barbara Quarells

Schedule

Daily, from 9/1/2016 to 5/24/2017

Evidence of Completion

Observations of technology strategies being implemented.

G1.B5 Limited understanding of how to use a variety of data to drive instruction 2

🔑 B215189

G1.B5.S1 Training on utilizing student data notebooks in the classroom. 4

🔑 S227390

Strategy Rationale

Students will set goals and track their own data. Student analysis of data will help them meet goals.

Action Step 1 5

Professional development on data notebooks

Person Responsible

Susan Sanders

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Data Notebooks

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Data notebook professional development will take place according to the Lipscomb Learning Lab Google calendar.

Person Responsible

Susan Sanders

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 `7`

Students explaining the data in their notebooks.

Person Responsible

Susan Sanders

Schedule

Weekly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Classroom Walkthroughs

G1.B5.S2 The school inclusion team analyzes data quarterly to monitor and evaluate progress toward meeting SIP goals related to inclusive practices in the school. `4`

🔑 S227391

Strategy Rationale

Teachers will collaborate to better understand how to use data and differentiate instruction in order to meet student needs. These efforts will support our BPIE goal.

Action Step 1 `5`

Teachers will meet to discuss SRA data.

Person Responsible

Sarah Hijuelos

Schedule

Quarterly, from 9/14/2016 to 4/26/2017

Evidence of Completion

SRA Pacing Guide/Lesson Gain Chart

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Notes will be taken by the school inclusion team during the meetings.

Person Responsible

Barbara Quarells

Schedule

Quarterly, from 9/14/2016 to 4/26/2017

Evidence of Completion

Notes will be submitted and reviewed by the administration.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Administration will randomly attend meetings.

Person Responsible

Barbara Quarells

Schedule

Semiannually, from 9/14/2016 to 4/26/2017

Evidence of Completion

Observation of Teacher Collaboration

G1.B6 Teacher direction on writing instruction is limited. 2

🔑 B215190

G1.B6.S1 Incorporate Thinking Maps in writing instruction. 4

🔑 S227392

Strategy Rationale

Teachers will guide students in the proper selection of Thinking Maps in order to become proficient writers.

Action Step 1 5

Teachers will participate in Thinking Maps training with a focus on writing.

Person Responsible

Susan Sanders

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

Administration will attend all Thinking Maps training.

Person Responsible

Susan Sanders

Schedule

Monthly, from 9/1/2016 to 5/24/2017

Evidence of Completion

Sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Classroom Walkthroughs/E3

Person Responsible

Susan Sanders

Schedule

Daily, from 9/1/2016 to 5/24/2017

Evidence of Completion

Observe teachers using Thinking Maps during writing instruction.

G2. Increase daily attendance `1`

🔑 G081462

G2.B3 Student motivation `2`

🔑 B215193

G2.B3.S1 The Attendance Team will develop a plan incorporating student incentives to increase daily attendance. `4`

🔑 S227393

Strategy Rationale

Incentives will motivate students.

Action Step 1 `5`

Will increase daily attendance by incorporating class incentives.

Person Responsible

Gina Hoyland

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Increased daily attendance on monthly report

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Will provide data on monthly attendance

Person Responsible

Barbara Quarells

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Attendance Bulletin Board

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Will review attendance data

Person Responsible

Gina Hoyland

Schedule

Monthly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Attendance Reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA5 M289543	Meeting Notes	Quarells, Barbara	9/14/2016	SRA Pacing Guide/Lesson Gain Charts	4/26/2017 quarterly
G1.B5.S2.MA1 M289535	Administration will randomly attend meetings.	Quarells, Barbara	9/14/2016	Observation of Teacher Collaboration	4/26/2017 semiannually
G1.B5.S2.MA1 M289536	Notes will be taken by the school inclusion team during the meetings.	Quarells, Barbara	9/14/2016	Notes will be submitted and reviewed by the administration.	4/26/2017 quarterly
G1.B5.S2.A1 A288816	Teachers will meet to discuss SRA data.	Hijuelos, Sarah	9/14/2016	SRA Pacing Guide/Lesson Gain Chart	4/26/2017 quarterly
G1.MA1 M289539	Attendance will be monitored following parent contact from administration to assure student...	Quarells, Barbara	9/1/2016	Improved attendance	5/24/2017 monthly
G1.MA2 M289540	Classroom walkthroughs and E3	Sanders, Susan	9/1/2016	Increased student engagement in classrooms	5/24/2017 weekly
G1.MA3 M289541	Classroom walkthroughs	Sanders, Susan	9/1/2016	Students explain their data.	5/24/2017 weekly
G1.MA4 M289542	Classroom Walkthroughs/E3	Sanders, Susan	9/1/2016	Observe teachers using Thinking Maps during writing instruction.	5/24/2017 daily
G2.MA1 M289546	Will review attendance data	Quarells, Barbara	8/10/2016	Attendance Reports	5/24/2017 monthly
G1.B1.S1.MA1 M289528	Improved student attendance	Quarells, Barbara	9/1/2016	Monthly meetings with guidance and administration to review attendance.	5/24/2017 monthly
G1.B1.S1.MA1 M289529	Guidance will print reports from FOCUS.	Quarells, Barbara	9/1/2016	Attendance reports	5/24/2017 monthly
G1.B1.S1.A1 A288812	Teachers communicate with parents when they first notice a pattern of attendance concerns. They...	Quarells, Barbara	9/1/2016	Attendance reports through FOCUS	5/24/2017 monthly
G1.B3.S1.MA1 M289530	Classroom walkthroughs/E3	Sanders, Susan	9/1/2016	Observations of technology strategies being implemented.	5/24/2017 daily
G1.B3.S1.MA3 M289531	Classroom walkthroughs/E3	Quarells, Barbara	9/1/2016	Observations of technology strategies being implemented.	5/24/2017 daily
G1.B3.S1.MA1 M289532	Professional development will take place during grade level meetings and as scheduled on the...	Sanders, Susan	9/1/2016	Sign-in sheets	5/24/2017 monthly
G1.B3.S1.A1 A288813	Teachers will participate in professional development on Google.	Sanders, Susan	9/1/2016	Sign-in sheet	5/24/2017 monthly
G1.B3.S1.A2 A288814	Teachers will participate in professional development focused on technology during Lipscomb...	Sanders, Susan	9/1/2016	Sign in sheet	5/24/2017 monthly
G1.B5.S1.MA1 M289533	Students explaining the data in their notebooks.	Sanders, Susan	9/1/2016	Classroom Walkthroughs	5/24/2017 weekly
G1.B5.S1.MA1 M289534	Data notebook professional development will take place according to the Lipscomb Learning Lab...	Sanders, Susan	9/1/2016	Sign-in sheets	5/24/2017 monthly
G1.B5.S1.A1 A288815	Professional development on data notebooks	Sanders, Susan	9/1/2016	Data Notebooks	5/24/2017 monthly
G1.B6.S1.MA1 M289537	Classroom Walkthroughs/E3	Sanders, Susan	9/1/2016	Observe teachers using Thinking Maps during writing instruction.	5/24/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B6.S1.MA1 🔑 M289538	Administration will attend all Thinking Maps training.	Sanders, Susan	9/1/2016	Sign-in sheets	5/24/2017 monthly
G1.B6.S1.A1 🔑 A288817	Teachers will participate in Thinking Maps training with a focus on writing.	Sanders, Susan	9/1/2016	Sign-in sheets	5/24/2017 monthly
G2.B3.S1.MA1 🔑 M289544	Will review attendance data	Hoyland, Gina	8/10/2016	Attendance Reports	5/24/2017 monthly
G2.B3.S1.MA1 🔑 M289545	Will provide data on monthly attendance	Quarells, Barbara	8/10/2016	Attendance Bulletin Board	5/24/2017 monthly
G2.B3.S1.A1 🔑 A288818	Will increase daily attendance by incorporating class incentives.	Hoyland, Gina	8/10/2016	Increased daily attendance on monthly report	5/24/2017 monthly

V. Professional Development Opportunities

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

G1. Increase student achievement

G1.B3 Traditional teaching methods

G1.B3.S1 Increase student engagement through the use of technology.

PD Opportunity 1

Teachers will participate in professional development on Google.

Facilitator

Marcey Mack; Google Training Team

Participants

Faculty

Schedule

Monthly, from 9/1/2016 to 5/24/2017

PD Opportunity 2

Teachers will participate in professional development focused on technology during Lipscomb Learning Labs.

Facilitator

Various teachers

Participants

Faculty

Schedule

Monthly, from 9/1/2016 to 5/24/2017

G1.B5 Limited understanding of how to use a variety of data to drive instruction

G1.B5.S1 Training on utilizing student data notebooks in the classroom.

PD Opportunity 1

Professional development on data notebooks

Facilitator

Various Teachers

Participants

Faculty

Schedule

Monthly, from 9/1/2016 to 5/24/2017

G1.B6 Teacher direction on writing instruction is limited.

G1.B6.S1 Incorporate Thinking Maps in writing instruction.

PD Opportunity 1

Teachers will participate in Thinking Maps training with a focus on writing.

Facilitator

Sarah Hijuelos

Participants

Faculty

Schedule

Monthly, from 9/1/2016 to 5/24/2017

VII. Budget

1	G1.B1.S1.A1	Teachers communicate with parents when they first notice a pattern of attendance concerns. They then contact guidance for assistance if student attendance does not improve.	$0.00
2	G1.B3.S1.A1	Teachers will participate in professional development on Google.	$0.00
3	G1.B3.S1.A2	Teachers will participate in professional development focused on technology during Lipscomb Learning Labs.	$0.00
4	G1.B5.S1.A1	Professional development on data notebooks	$0.00
5	G1.B5.S2.A1	Teachers will meet to discuss SRA data.	$0.00
6	G1.B6.S1.A1	Teachers will participate in Thinking Maps training with a focus on writing.	$0.00

7	G2.B3.S1.A1	Will increase daily attendance by incorporating class incentives.				$300.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1142	510-Supplies	1201 - R. C. Lipscomb Elementary Schl	Other		$300.00
			Notes: Plan on funding with G7000 Internal Account			
					Total:	$300.00