

Escambia County School District

L. D. Mcarthur Elementary School



2018-19 Schoolwide Improvement Plan

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L. D. McArthur Elementary School

330 E TEN MILE RD, Pensacola, FL 32534

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of McArthur Elementary School is to have parents and staff working together to facilitate a safe learning environment where all children are valued as they are provided tools for successful citizenship and the foundation for life-long learning.

Provide the school's vision statement.

We, the faculty and staff of McArthur Elementary, believe that all children are important. Our goal is to build an environment that encourages the learning and development of the individual student in all phases of academic, physical, creative and emotional experiences by providing a positive classroom climate.

School Leadership Team

Membership

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

Name	Title
Vaughn, Tama	Principal
Coates, Kristin	Teacher, K-12
Arnold, Kristin	Teacher, K-12
Ball, Evelyn	Teacher, K-12
Penton, Becky	Teacher, K-12
Gustafson, Jenny	Teacher, K-12
Greenberg, Elizabeth	Assistant Principal
Robar, Heidi	Teacher, K-12

Duties

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

The School Leadership Team, SBLT will focus on developing and maintaining a problem-solving process that encourages high achievement in our teachers, staff and students. This year we will learn ways to grow a positive mind-set in our students that will change a student's focus into a positive self-esteem where success is achievable. The Team will meet monthly to discuss progress, student data and next steps. The members will meet back with each grade level to share ideas and ideas for growth. The SIP will be the road map for school-wide growth in academic performance.

McArthur will focus on Student Engagement and Student Involvement in their own own involvement in academic growth. DATA chats with the students will support the students towards their goals in the 2018-19 school year.

Early Warning Systems

Year 2017-18

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	5	3	3	4	4	3	0	0	0	0	0	0	0	22
One or more suspensions	0	5	0	5	6	3	0	0	0	0	0	0	0	19
Course failure in ELA or Math	0	7	4	4	3	4	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	6	25	58	0	0	0	0	0	0	0	89

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	1	0	4	5	7	0	0	0	0	0	0	0	17

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	9	1	6	0	0	0	0	0	0	0	0	0	24
Retained Students: Previous Year(s)	4	8	0	5	0	0	0	0	0	0	0	0	0	17

Date this data was collected

Friday 8/17/2018

Year 2016-17 - As Reported

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	11	12	13	17	23	0	0	0	0	0	0	0	80
One or more suspensions	0	1	3	4	7	11	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	6	8	13	13	10	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	4	28	43	0	0	0	0	0	0	0	75

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	4	3	5	15	23	0	0	0	0	0	0	0	50

Year 2016-17 - Updated

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	11	12	13	17	23	0	0	0	0	0	0	0	80
One or more suspensions	0	1	3	4	7	11	0	0	0	0	0	0	0	26
Course failure in ELA or Math	0	6	8	13	13	10	0	0	0	0	0	0	0	50
Level 1 on statewide assessment	0	0	0	4	28	43	0	0	0	0	0	0	0	75

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	4	3	5	15	23	0	0	0	0	0	0	0	50

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest component is the number of students scoring a Level 1 on the Florida State Assessment. In 2017 - 18, McArthur had 89 students and in 2016 - 17, 75 students.
Yes, the number of students increased from the previous school year.

Which data component showed the greatest decline from prior year?

The great decline in our data was in the number of students making a failing grade in at least one 9 week grading period in either ELA or Math. The overall number in this category was reduced by half from 2016-17 (50) to 2017-18 (22).

Which data component had the biggest gap when compared to the state average?

The biggest gap when comparing McArthur's data to the State is in the performance of the lowest 25 percentile.
The state average was at 48% achievement and McArthur's average achievement was 38%.

Which data component showed the most improvement? Is this a trend?

McArthur's greatest improvement was in the number of students with attendance of 90% or below. In 2016 - 17 McArthur had 80 students with attendance below 90%. this improved to 22 students in 2017 - 18. We have implemented new approaches the last few years to reduce missed academic time and will continue to decline or stay the same.

Describe the actions or changes that led to the improvement in this area.

More frequent communication with parents about the importance of school attendance and the implementation of an after school study hall. When a student misses or is tardy 5 times in a 9 week period, the parent is notified and the student stays after school for academic support.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	48%	49%	56%	44%	46%	52%
ELA Learning Gains	46%	46%	55%	46%	46%	52%
ELA Lowest 25th Percentile	38%	40%	48%	43%	43%	46%
Math Achievement	57%	55%	62%	51%	52%	58%
Math Learning Gains	57%	57%	59%	50%	50%	58%
Math Lowest 25th Percentile	38%	48%	47%	43%	43%	46%
Science Achievement	57%	55%	55%	50%	51%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	5 (4)	3 (11)	3 (12)	4 (13)	4 (17)	3 (23)	22 (80)
One or more suspensions	0 (0)	5 (1)	0 (3)	5 (4)	6 (7)	3 (11)	19 (26)
Course failure in ELA or Math	0 (0)	7 (6)	4 (8)	4 (13)	3 (13)	4 (10)	22 (50)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (4)	25 (28)	58 (43)	89 (75)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	58%	52%	6%	57%	1%
	2017	56%	59%	-3%	58%	-2%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	45%	51%	-6%	56%	-11%
	2017	43%	49%	-6%	56%	-13%
Same Grade Comparison		2%				
Cohort Comparison		-11%				
05	2018	45%	44%	1%	55%	-10%
	2017	37%	47%	-10%	53%	-16%
Same Grade Comparison		8%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	66%	54%	12%	62%	4%
	2017	53%	54%	-1%	62%	-9%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	43%	58%	-15%	62%	-19%
	2017	48%	54%	-6%	64%	-16%
Same Grade Comparison		-5%				
Cohort Comparison		-10%				
05	2018	65%	52%	13%	61%	4%
	2017	55%	50%	5%	57%	-2%
Same Grade Comparison		10%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	57%	55%	2%	55%	2%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	39	32	33	40	30	42				
BLK	30	33	35	41	55	38	31				
HSP	60	52		60	52						
MUL	45	38		60	46						
WHT	58	53	43	66	61	35	71				
FRL	39	38	26	50	54	41	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	40	33	25	46	55	23				
BLK	31	40	29	38	59	52	26				
HSP	39	36		61	55						
MUL	48	47		52	67		60				
WHT	57	57	53	59	70	60	65				
FRL	40	43	29	46	62	56	43				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Lower 25% in ELA scores

Rationale The lowest 25% have demonstrated growth for the last three years.

Intended Outcome Identifying the missed standards for the lowest 25%, providing small group instruction for these standards will increase learning gains for this population.

Point Person Tama Vaughn (tvaughn@ecsdfi.us)

Action Step

Description Data discussions with each student
Small group support for missed standards
Implementation of Junior Great books

Person Responsible Elizabeth Greenberg (egreenberg@ecsdfi.us)

Plan to Monitor Effectiveness

Description Weekly grade level meetings will track progress of students
Monitor growth and adjust instruction

Person Responsible [no one identified]

Activity #2	
Title	Emphasis on small group instruction and implementation of Junior Great Books
Rationale	Small group instruction will focus on the student's weakest area as determined by STAR 360 and iready assessments. The areas of weakness identified are in the areas of critical thinking, comprehension, and writing. Junior Great Books have proven to focus on these areas and will build on the student's abilities to interpret informational text through reading comprehension, critical thinking, and writing. the iready assessment data will assist the teacher in identifying strengths and gaps in skills.
Intended Outcome	As gaps are identified and targeted small group instruction is given, the student's performance and skills will improve.
Point Person	Tama Vaughn (tvaughn@ecsdfi.us)
Action Step	
Description	DATA meetings will follow assessments for each grade Small instruction will target the students's weakest academic area For the lowest 25%, the student's ability level will be pinpointed and additional instruction given
Person Responsible	Elizabeth Greenberg (egreenberg@ecsdfi.us)
Plan to Monitor Effectiveness	
Description	Assessments will be charted and tracked by each teacher and progress reported through student growth charts.
Person Responsible	[no one identified]

Part IV: Title I Requirements

Additional Title I Requirements

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

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

A written Parent and Family Engagement Plan (PFEP) in collaboration with parents, community stakeholders, and school personnel responsible for implementing the plan. The PFEP will assess the previous year's PFEP results and current needs. The plan will outline goals, strategies and activities to better communicate with families and will focus on building the capacity of parents to address the needs of all students, in particular those most at-risk of not meeting challenging State academic standards. The PFEP will be reviewed by the district Title I office and the approved plan will be disseminated to parents and stakeholders. A Family-School Compact will also be developed jointly with parents and other stakeholders. The school's Title I budget will directly support the PFEP.

Fund parent conferences for grade levels Kindergarten - 5th grade

Provide Volunteer Training during evening hours to increase assess for working parents

Increase parent communication with grade level news letters

Develop a Family Night Program to include information on reading, math, writing and science standards
Annual Title I Family Night will present standards for each grade, how student progress can be tracked
an how parents can support success
Input from PTA and SAC members to identify needs, concerns and strengths and
expand support from community businesses for career day for our students.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

Our Guidance Program promotes respect for self and others. Counseling is provided when concerns are expressed by the student, parent or staff. A No Bullying Program is presented to all students and staff at the beginning of the year and encouraged throughout the year. Mentors are assigned to students needing additional support and Volunteers are actively recruited each year to assist students. We participate in the Backpack program which serves students in need for food. Students earn Eagle Bucks that can be used weekly in the Eagle's Nest Store and to attend Celebrations at the end of each nine week period. An Eagle of the Week for each classroom and school bus is identified and announced on the Morning News Show and students are recognized for reaching Reading Goals on a weekly show by the School's Rock Star, Roxie Read Alot. Parents are encouraged to volunteer and be involved in all school activities. We have a strong School Advisory Council and PTA actively involved with school planning. This year our focus will be on changing the student mindset with the goal of supporting each student in their own growth toward believing in their own abilities to be successful. We have school-based mental health services and specialized instructional support.

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

Escambia County School District offers pre-k classes on 14 school campuses for students living in a Title I attendance zone. The pre-k program is a full day program established in collaboration with VPK and Head Start. Transition activities are provided to participating families to assist with school readiness for students who will attend kindergarten at our school.

Each Spring, our Kindergarten teachers invite VPK and pre-school students to meet our staff and teachers and tour our school. The Kindergarten teachers meet with parents to review the curriculum at the beginning of the school year. Programs are provided for 5th graders to answer questions about Middle School and Parent Meetings are presented to assist with middle school transition. Middle school students visit our 5th graders to answer questions about middle school.

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 School Wide Leadership(SBLT) Team will meet monthly to review progress in SIP goals and student data. The SBLT will review Professional Development needed to support growth and concerns, develop support materials for use in the classroom for small group instruction/data analysis and guidance for lesson planning .

Title I, Part A

Academic support is provided to ensure students requiring additional remediation are assisted through (ADD SCHOOL SPECIFIC DETAILS BASED ON HOW YOU ARE SPENDING TITLE I FUNDS).

Title I, Part C Migrant

All migrant students will be provided support services by the district Title I office. Our local student information system (FOCUS) is used to track student data and is used to indicate the specific Title I services each migrant student will be provided (attendance, guidance, psychology services, dental and health services, nutrition assistance, outreach, advocacy, social services, transportation, and/or needs assessment services). The district Migrant Coordinator will monitor services and student needs.

Title I, Part D

Services to neglected and delinquent students are provided by various district-operated programs as needed. These services are overseen by the Alternative Education Department and focus on offering programs to students who are most at-risk of leaving school prior to graduation.

Title II

Professional learning opportunities are offered both at the school level and the district level. Please see each individual goal area for specific professional learning opportunities (in-service education).

Title III-ELL

Services for English Language Learners (ELL) 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 zoned school where ESOL endorsed teachers provide services.

Title IX- Homeless

The school works with the district's Homeless Coordinator to provide transportation and 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 Title I office.

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