

Escambia County School District

# R. C. Lipscomb Elementary School



2018-19 Schoolwide Improvement Plan

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# R. C. Lipscomb Elementary School

10200 ASHTON BROSNAHAM RD, Pensacola, FL 32534

www.escambiaschools.org

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)  Elementary School KG-5	<b>2017-18 Title I School</b>  Yes	<b>2017-18 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)  70%
<b>Primary Service Type</b> (per MSID File)  K-12 General Education	<b>Charter School</b>  No	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)  31%

## School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>
<b>Grade</b>	B	A	B	A*

## 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 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.

#### 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.

### School Leadership Team

#### Membership

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

Name	Title
Quarells, Barbara	Assistant Principal
Sanders, Susan	Principal
Hijuelos, Sarah	Teacher, ESE
Collier, Kim	Teacher, K-12
Miller, Sally	Teacher, K-12
Choat, Amanda	Teacher, K-12
Celis, Kimberly	Teacher, K-12
Druhl, Rachel	Teacher, ESE
Golloher, Kristina	Teacher, K-12
Presley, Jamie	Teacher, K-12
Skelton, Kimberly	Teacher, K-12

#### Duties

**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 include safety, grade level concerns, analyzing school data and providing 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 the school. Disseminates information to grade level. Shares concerns from the grade level.

## 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	3	5	5	7	5	1	0	0	0	0	0	0	0	26
One or more suspensions	0	1	5	9	4	3	0	0	0	0	0	0	0	22
Course failure in ELA or Math	0	6	4	8	6	4	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	6	20	23	0	0	0	0	0	0	0	49

#### 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	0	0	10	6	6	0	0	0	0	0	0	0	22

#### 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	14	7	0	6	0	1	0	0	0	0	0	0	0	28
Retained Students: Previous Year(s)	0	0	0	1	1	2	0	0	0	0	0	0	0	4

#### Date this data was collected

Wednesday 8/22/2018

### 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	2	7	17	18	10	16	0	0	0	0	0	0	0	70
One or more suspensions	1	3	2	5	0	1	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	8	15	10	7	4	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	3	10	18	0	0	0	0	0	0	0	31

**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	6	7	7	7	0	0	0	0	0	0	0	28

**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	2	7	17	18	10	16	0	0	0	0	0	0	0	70
One or more suspensions	1	3	2	5	0	1	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	8	15	10	7	4	0	0	0	0	0	0	0	44
Level 1 on statewide assessment	0	0	0	3	10	18	0	0	0	0	0	0	0	31

**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	6	7	7	7	0	0	0	0	0	0	0	28

## 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?**

School wide, ELA lowest quartile performed the lowest. This is a trend, as it was our lowest area in 2017 component.

**Which data component showed the greatest decline from prior year?**

ELA lowest quartile decreased by 13% from 51% in 2017 to 38% in 2018.

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

ELA lowest quartile showed the largest gap, with a decrease of 10%, when compared to the state average. We scored higher than the state average in all other areas.

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

Science achievement showed the most improvement. We scored 61% in 2017 and 68% in 2018. This is not a trend, as scores were higher in 2016, at 70%.

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

Fifth grade teachers set goals as a grade level for science instruction. Following each quarterly SchoolNet assessment, individual teachers met with administration to discuss data and progress made from the previous assessment. Teachers discussed strategies, needs of individual students and groupings based on standards. In the last meeting students scoring between 60-69% were identified. Strategies were discussed to increase standards mastery for each student.

**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	68%	49%	56%	65%	46%	52%
ELA Learning Gains	56%	46%	55%	51%	46%	52%
ELA Lowest 25th Percentile	38%	40%	48%	37%	43%	46%
Math Achievement	74%	55%	62%	69%	52%	58%
Math Learning Gains	64%	57%	59%	54%	50%	58%
Math Lowest 25th Percentile	55%	48%	47%	41%	43%	46%
Science Achievement	68%	55%	55%	70%	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	3 (2)	5 (7)	5 (17)	7 (18)	5 (10)	1 (16)	26 (70)
One or more suspensions	0 (1)	1 (3)	5 (2)	9 (5)	4 (0)	3 (1)	22 (12)
Course failure in ELA or Math	0 (0)	6 (8)	4 (15)	8 (10)	6 (7)	4 (4)	28 (44)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (3)	20 (10)	23 (18)	49 (31)

**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	67%	52%	15%	57%	10%
	2017	83%	59%	24%	58%	25%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	66%	51%	15%	56%	10%
	2017	68%	49%	19%	56%	12%
Same Grade Comparison		-2%				
Cohort Comparison		-17%				
05	2018	65%	44%	21%	55%	10%
	2017	57%	47%	10%	53%	4%
Same Grade Comparison		8%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	69%	54%	15%	62%	7%
	2017	72%	54%	18%	62%	10%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	76%	58%	18%	62%	14%
	2017	83%	54%	29%	64%	19%
Same Grade Comparison		-7%				
Cohort Comparison		4%				
05	2018	71%	52%	19%	61%	10%
	2017	68%	50%	18%	57%	11%
Same Grade Comparison		3%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	67%	55%	12%	55%	12%
	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	40	45	35	51	55	41	56				
ASN	79			86							
BLK	43	55	48	49	62	50	33				
HSP	64			93							
MUL	62	69		54	75						
WHT	75	55	26	80	63	58	77				
FRL	60	52	43	67	65	55	58				
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	45	40	39	42	44	36	24				
ASN	80			80							



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
BLK	46	50	45	48	61	60	38				
HSP	67			75							
MUL	61	43		59	36		45				
WHT	77	59	54	82	73	78	68				
FRL	60	53	47	69	69	62	51				

### 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:

<b>Activity #1</b>	
<b>Title</b>	Increase learning gains in ELA lowest quartile.
<b>Rationale</b>	Our area of greatest need is to increase learning gains in ELA lowest quartile. This was the lowest scoring component for the last two years. In 2018, it was the lowest scoring category for every subgroup except one. In 2017, ELA lowest quartile was the lowest in two out of four subgroups.
<b>Intended Outcome</b>	Kindergarten through fifth grade students in the lowest quartile in ELA will improve by one grade level on iReady when comparing the first and last assessments. Additionally, fourth and fifth grade students in the lowest quartile in ELA will improve from 38% in 2018 to 50% in 2019.
<b>Point Person</b>	Susan Sanders (ssanders@ecsdfl.us)
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers will attend professional development on iReady. They will utilize reports to target and determine needs of individual students and form instructional groups. Teachers will use this data to provide additional instruction for students who are in the lowest quartile in ELA.</li> <li>2. Teachers will attend professional development on Whole Brain Teaching. WBT is multi-sensory and highly engaging for students. As a result, increased academic achievement of all students will occur with this level of engagement.</li> <li>3. Teachers will attend professional development on becoming a trauma informed school. They will participate in a professional learning community. This PLC will focus on the book, Help for Billy. This book study will encourage teachers to utilize a variety of new strategies with their students. Teachers' understanding of students in trauma potentially will help increase achievement with our lowest quartile students in ELA.</li> <li>4. A school data team, consisting of one member per grade level, will meet with administration to discuss grade level data following each assessment. Team members will meet with their respective grade levels to facilitate collaborative data meetings. Teachers will identify students in the lowest quartile in ELA in all grade levels. They will utilize reports from iReady and STAR to form instructional groups. They will discuss how they plan to utilize district subject area color maps and iReady instructional resources to meet the needs of students in the lowest quartile in ELA.</li> <li>5. ESE teachers will collaborate regularly to discuss strategies to meet the needs of their SWD.</li> <li>6. A school Thinking Map leadership team, consisting of one member per grade level, will meet throughout the year to discuss their grade's plans for using Thinking Maps. Then leaders will facilitate meetings with their grade level. They will discuss instructional plans, utilizing Thinking Maps, in order to encourage critical thinking skills.</li> </ol>
<b>Person Responsible</b>	Susan Sanders (ssanders@ecsdfl.us)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Administration will maintain a data chart showing all students in the lowest quartile in ELA. Kindergarten through fifth grade lowest quartile will be monitored utilizing iReady. Administration will meet with the data team following each iReady assessment to discuss data. In addition, administration will actively participate in all professional development and will facilitate various team meetings. They will be highly visible in the school and in classrooms to observe implementation and effectiveness of action steps .
<b>Person Responsible</b>	Susan Sanders (ssanders@ecsdfl.us)

## 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.**

R.C. Lipscomb Elementary School receives TITLE 1, Part A funds and is developing a written Parent and Family Engagement Plan (PFEP) that establishes our expectations for parent and family engagement. This plan will describe how we will carry out the programs, activities, and procedures in accordance with the definitions in Section 81014 of ESEA. This plan is developed jointly and agreed upon with the families of children participating in TITLE 1, Part A programs.

#### **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.**

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. A mental health counselor is on site 2 days per week to help address the needs of students who qualify for those services.

#### **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.

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.

**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 Reading, Math, and Behavior data.

\*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 walkthroughs 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.

#### Title I, Part A

R. C. Lipscomb received Title 1 Grant money for the 2018-2019 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.

#### 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 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. 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.

**Title IX- Homeless**

The school works with the district's Homeless Coordinator to provide resources(clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title 1 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

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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