



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

R. C. Lipscomb Elementary School

10200 ASHTON BROSNAHAM RD

Pensacola, FL 32534

850-494-5703

www.escambia.k12.fl.us

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
52%

Alternative/ESE Center
No

Charter School
No

Minority Rate
27%

School Grades History

2013-14
C

2012-13
B

2011-12
A

2010-11
A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

R. C. Lipscomb Elementary Schl

Principal

Susan Sanders

School Advisory Council chair

Jason Spratley

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Susan Sanders	Principal
Lisa Arnold	Assistant Principal
Rhonda Fleming	Teacher
Beth Dubois	Teacher
Tammy Miller	Teacher
Bonny Shiflett	Teacher
Karla Tindell	Teacher
Rebecca Grass	Teacher
Amanda Sanstead	ESE Teacher
Melissa Dorsett	Media Specialist

District-Level Information

District

Escambia

Superintendent

Mr. Malcolm Thomas

Date of school board approval of SIP

10/15/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Susan Sanders-Principal
 Michelle Anderson-Parent
 Patrice Ennis-Parent
 Patricia Martin-ESP
 Scott Oswald-Parent
 Cheryl Pierce-Parent

Julian Reece-Parent
Jason Spratley- Parent
Tina Stojak- Parent
Brenda Sinuefield- Teacher
Delores Warren- Community

Involvement of the SAC in the development of the SIP

The School Advisory Council members were given an opportunity for input on this school improvement plan.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet at least 8 times this year. This is a criterion in order to obtain the "Five Star School Award." The School Advisory Council approves all programs and projects on which the Educational Enhancement Trust Funds allocated to the school are to be expended (Florida School Recognition Program monies, Section 1008.36, Florida Statutes). The School Advisory Council also gives input to the final budget.

Projected use of school improvement funds, including the amount allocated to each project

No funds were appropriated for the 2013-2014 school year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Not applicable in compliance.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Susan Sanders

Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

MA-Elementary Education, University of West Florida
 BA-Elementary Education, University of West Florida
 Educational Leadership Certification
 Early Childhood Certification

Performance Record

Principal of R. C. Lipscomb Elementary in 2012-2013: Grade B, Reading Mastery: 66%, Math Mastery: 63%, Science Mastery: 69%, Writing Mastery: 47%
 Assistant Principal R. C. Lipscomb Elementary in 2011-2012: Grade A, Reading Mastery: 65%, Math Mastery: 66%, Science Mastery: 59%, Writing Mastery: 83%
 Assistant Principal of Beulah Elementary in 2010-2011: Grade A, Reading Mastery: 84%, Math Mastery: 80%, Science Mastery: 47%, Writing Mastery: 83%

Lisa Arnold

Asst Principal

Years as Administrator: 3

Years at Current School: 2

Credentials

MA-Educational Leadership, University of West Florida
 BA-Early Childhood/Elementary Education, University of West Florida

Performance Record

Assistant Principal of R. C. Lipscomb Elementary in 2012-2013: Grade B, Reading Mastery: 66%, Math Mastery: 63%, Science Mastery: 69%, Writing Mastery: 47%
 Administrator on Special Assignment of Montclair Elementary in 2011-2012: Grade B

Classroom Teachers**# of classroom teachers**

66

receiving effective rating or higher

0%

Highly Qualified Teachers

82%

certified in-field

66, 100%

ESOL endorsed

17, 26%

reading endorsed

14, 21%

with advanced degrees

25, 38%

National Board Certified

8, 12%

first-year teachers

1, 2%

with 1-5 years of experience

18, 27%

with 6-14 years of experience

26, 39%

with 15 or more years of experience

21, 32%

Education Paraprofessionals**# of paraprofessionals**

13

Highly Qualified

13, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

9

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor Name/Mentee Assigned:

Jamie Bloch/Jody Ritchie

Vanessa Caruso/Karla Tindell

Alicia Stone/Tonya Edgar

Rachael Davis/Lauren Hooock

Katherine Lee/Cathy Roche (START Teacher) Bonny Shiflett(Work site mentee)

Jamie Bloch is an experienced teacher new to R.C. Lipscomb Elementary School. Mrs. Ritchie is an ESE teacher. She is very knowledgeable and will support Ms. Bloch in all areas of teaching. Vanessa Caruso is an experienced teacher new to R.C. Lipscomb Elementary School. Mrs. Tindell is a fourth grade teacher. She is very knowledgeable and will support Mrs. Caruso in all areas of teaching.

Alicia Stone is an experienced teacher new to R.C. Lipscomb Elementary School. Mrs. Edgar is an ESE teacher. She is very knowledgeable and will support Mrs. Stone in all areas of teaching.

Rachael Davis is an experienced teacher new to R.C. Lipscomb Elementary School. Mrs. Hoock is a first grade teacher. These two teacher "job share." Mrs. Hoock is very knowledgeable and will support Mrs. Davis in all areas of teaching.

Katherine Lee is a beginning teacher. Ms. Lee will go through the START program this year. She is assigned Mrs. Cathy Roche as her consulting teacher. Ms. Lee has also been assigned Mrs. Bonny Shiflett as a work site mentee. Both Mrs. Roche and Mrs. Shiflett are very knowledgeable and will support Ms. Lee 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.

The consulting teacher will meet often with the START teacher. The consulting teacher will follow district guidelines and strategies of the START program.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

At R.C. Lipscomb 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal/ Assistant Principal/ Guidance Counselor: Provide a common vision for the use of data-based decision making, ensures that the school based team is implementing MTSS, conducts assessment of MTSS skills of the school staff, and communicates with parents regarding school-based MTSS plans and activities.

General Education Teacher: Provides information about the core instruction, participates in student data collection, delivers TIER II and TIER II interventions.

ESE teachers: Participates in the TIER process to provide support and offer strategies to the general education teacher.

School Psychologist: Participates in the collection, interpretation, and analysis of data; facilitates development of intervention plans, and provides support for intervention fidelity and documentation.

Speech Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design and helps identify systemic patterns of the students' needs with respect to language.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team will meet monthly to engage in the following activities:
Review TIER data, report card grades, Discovery Education data. The counselor and administration will work closely with classroom teachers, the school psychologist, and staffing specialist to meet the individual needs of the students in the TIER process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data- Kindergarten PMRN, Discovery Education Reading, Math, and Science, FCAT tests
Progress Monitoring- PMRN, Discovery Education, Reading Eggs, state adopted textbook assessments
Midyear: Discovery Education, End of unit assessments
Data analysis meetings- each nine weeks
On-going check lists- Kindergarten, 1st, and 2nd grades

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Provide substitute teachers for staff development and meetings. Utilize SAI and Title I funds to purchase technology, purchase instructional techs to help in the technology and science labs, and purchase researched based materials to be used with students.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Susan Sanders	Principal
Lisa Arnold	Assistant Principal
Katherine Strength	K-2nd representative
Katherine Marsh	3rd-5th representative

How the school-based LLT functions

The Literacy Leadership Team will meet monthly or as needed to provide guidance on school academic issues.

The K-2nd and 3rd- 5th team representatives will also attend ELA district meetings. The representatives will provide teachers with information from the district ELA meetings.

Major initiatives of the LLT

The major initiatives for the Literacy Leadership Team will be:

1. To develop strategies for raising the 4th grade scores in Writing.
2. To educate and train our teacher on the Common Core State Standards.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Our kindergarten teachers meet with students and parents during preschool to discuss classroom expectations. This is a time when the child can get to know the teacher, see the classroom, and become familiar with the surroundings. Parents appreciate the opportunity to visit the school, meet the teacher, and find out needed information. The children are noticeably more comfortable the first day of school and seem to take on all the changes with ease.

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	67%	No	78%
American Indian				
Asian	100%	65%	No	100%
Black/African American	53%	45%	No	58%
Hispanic	52%	62%	Yes	57%
White	82%	72%	No	84%
English language learners				
Students with disabilities	53%	45%	No	58%
Economically disadvantaged	62%	53%	No	66%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	122	25%	26%
Students scoring at or above Achievement Level 4	199	42%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		44%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		52%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	304	66%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	76	61%	61%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	65	47%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		84%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	69%	63%	No	72%
American Indian				
Asian	93%	82%	No	94%
Black/African American	48%	42%	No	53%
Hispanic	41%	48%	Yes	47%
White	76%	68%	No	78%
English language learners				
Students with disabilities	50%	42%	No	55%
Economically disadvantaged	57%	50%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	29%	30%
Students scoring at or above Achievement Level 4	157	33%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		59%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		30%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	304	66%	66%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	76	63%	63%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	113	69%	69%
Students scoring at or above Achievement Level 4	62	38%	38%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		0%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		10
Participation in STEM-related experiences provided for students	910	100%	100%

Area 8: Early Warning Systems**Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	85	9%	8%
Students retained, pursuant to s. 1008.25, F.S.	24	3%	2%
Students who are not proficient in reading by third grade	59	34%	35%
Students who receive two or more behavior referrals	39	4%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	1	0%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Our school offers several opportunities for parental involvement. These include literacy nights, book fairs, movie night, science night, art gallery night, kindergarten/first grade parent night, and Grandparent associated activities. This list is not all inclusive.

Our parental involvement target this year is to increase parent nights by offering additional grade level specific opportunities.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Offer grade 4 parent night/activity. Increase by 2 events.	10		

Goals Summary

G1. Increase student engagement

G2. Increase daily attendance

Goals Detail

G1. Increase student engagement

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- New Reading Series with ancillary materials
- District-Level Support in all subject areas/Area Specialists
- Availability of teacher training by Teaching and Learning Department

Targeted Barriers to Achieving the Goal

- Lack of teacher training

Plan to Monitor Progress Toward the Goal

Will visit classrooms to monitor effective student engagement activities and will provide feedback to teachers.

Person or Persons Responsible

Administration

Target Dates or Schedule:

On-going

Evidence of Completion:

E3, Classroom walkthroughs

G2. Increase daily attendance

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- School-Wide Behavior Management Plan Team
- Attendance incentives

Targeted Barriers to Achieving the Goal

- Student motivation

Plan to Monitor Progress Toward the Goal

Will review data weekly for tracking toward improvement of daily attendance

Person or Persons Responsible

Administration, Behavior Coach

Target Dates or Schedule:

On-going

Evidence of Completion:

School-Wide Behavior Management Plan

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Increase student engagement

G1.B1 Lack of teacher training

G1.B1.S1 We have several teacher leaders trained in the following areas: CCSS, Danielson, Kagan, and Step Up to Writing.

Action Step 1

The Step Up to Writing teacher leaders will train the faculty in writing strategies that will lead to student engagement.

Person or Persons Responsible

Step Up to Writing Teacher Leaders

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

Facilitator:

Step Up to Writing Teacher Leaders

Participants:

Faculty

Action Step 2

The Kagan teacher leader will train by demonstrating Kagan structures at various meetings.

Person or Persons Responsible

Kagan Teacher Leader

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

Facilitator:

Kagan Teacher Leader

Participants:

Faculty

Action Step 3

The CCSS teacher leaders will train the faculty in strategies that will encourage student engagement while implementing the CCSS.

Person or Persons Responsible

CCSS Teacher Leaders

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

Facilitator:

CCSS Teacher Leaders

Participants:

Faculty

Action Step 4

The Danielson teacher leaders will train the faculty in strategies that will lead to student engagement.

Person or Persons Responsible

Danielson teacher leaders

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

Facilitator:

Danielson teacher leaders

Participants:

Faculty

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

Will monitor implementation and provide feedback on classroom instruction as it relates to student engagement

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom walk-throughs

Plan to Monitor Effectiveness of G1.B1.S1

Will visit classrooms to monitor implementation of student engagement activities

Person or Persons Responsible

Administration

Target Dates or Schedule

On-going

Evidence of Completion

Classroom walk-throughs

G2. Increase daily attendance

G2.B3 Student motivation

G2.B3.S1 The School-Wide Behavior Management Team will develop a plan incorporating student incentives for individual classrooms to increase daily incentives.

Action Step 1

Will increase daily attendance by incorporating class incentives.

Person or Persons Responsible

School-Wide Behavior Management Team, Teachers, Administration

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Increased daily attendance on quarterly report

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

Will provide data on daily attendance on the School-Wide Behavior Management Plan

Person or Persons Responsible

Behavior Coach

Target Dates or Schedule

Quarterly

Evidence of Completion

School-Wide Behavior Management Plan

Plan to Monitor Effectiveness of G2.B3.S1

Will review attendance data

Person or Persons Responsible

Administration, Behavior Coach

Target Dates or Schedule

On-going

Evidence of Completion

School-Wide Behavior Management Plan

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

R. C. Lipscomb received Title 1 Grant money for the 2013-2014 school year. We received \$ 73,434.00 which 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 for migrant children are provided by the district Title 1 office. After thorough checking of the Migrant Student information Exchange (MSIX) system and our local student data base we have determined that there are 9 migrant children at R.C. Lipscomb Elementary. We provide small group differentiated instruction to these students in the areas of reading and math.

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 provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificate. Our school is not an ESOL center, but we serve 3 ELL students in grades K-5. In addition, an Itinerant ESOL teacher, funded through Title III monies, is assigned to the 3 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. At Lipscomb Elementary we have identified 15 homeless students and provide additional assistance to these students and their families.

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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student engagement

G1.B1 Lack of teacher training

G1.B1.S1 We have several teacher leaders trained in the following areas: CCSS, Danielson, Kagan, and Step Up to Writing.

PD Opportunity 1

The Step Up to Writing teacher leaders will train the faculty in writing strategies that will lead to student engagement.

Facilitator

Step Up to Writing Teacher Leaders

Participants

Faculty

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

PD Opportunity 2

The Kagan teacher leader will train by demonstrating Kagan structures at various meetings.

Facilitator

Kagan Teacher Leader

Participants

Faculty

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

PD Opportunity 3

The CCSS teacher leaders will train the faculty in strategies that will encourage student engagement while implementing the CCSS.

Facilitator

CCSS Teacher Leaders

Participants

Faculty

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

PD Opportunity 4

The Danielson teacher leaders will train the faculty in strategies that will lead to student engagement.

Facilitator

Danielson teacher leaders

Participants

Faculty

Target Dates or Schedule

2013-2014 school year

Evidence of Completion

Classroom walk-throughs

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student engagement	\$1,200
G2.	Increase daily attendance	\$1,000
	Total	\$2,200

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Other	Evidence-Based Materials	Total
Title 1	\$500	\$0	\$700	\$1,200
General	\$0	\$1,000	\$0	\$1,000
Total	\$500	\$1,000	\$700	\$2,200

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student engagement

G1.B1 Lack of teacher training

G1.B1.S1 We have several teacher leaders trained in the following areas: CCSS, Danielson, Kagan, and Step Up to Writing.

Action Step 1

The Step Up to Writing teacher leaders will train the faculty in writing strategies that will lead to student engagement.

Resource Type

Evidence-Based Program

Resource

Make-n-Take posters

Funding Source

Title 1

Amount Needed

\$500

Action Step 3

The CCSS teacher leaders will train the faculty in strategies that will encourage student engagement while implementing the CCSS.

Resource Type

Evidence-Based Materials

Resource

CCSS Information Notebook

Funding Source

Title 1

Amount Needed

\$700

G2. Increase daily attendance

G2.B3 Student motivation

G2.B3.S1 The School-Wide Behavior Management Team will develop a plan incorporating student incentives for individual classrooms to increase daily incentives.

Action Step 1

Will increase daily attendance by incorporating class incentives.

Resource Type

Other

Resource

Incentives

Funding Source

General

Amount Needed

\$1,000