L. D. Mcarthur Elementary School

2019-20 Schoolwide Improvement Plan

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L. D. Mcarthur Elementary School

330 E TEN MILE RD, Pensacola, FL 32534

www.escambiaschools.org

Demographics

Principal: Holly Magee S

Start Date for this Principal: 7/18/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (48%) 2017-18: C (49%) 2016-17: C (51%) 2015-16: C (47%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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	Job Duties and Responsibilities
Vaughn, Tama	Principal	Provide a global analysis of the needs for the target populations, evaluate resources and support instructional practices that the needs of the students identified by data.
Coates, Kristin	Teacher, K-12	Instructional leader for third grade teachers, support for academic needs and oversee the RtI process needs for third grade students.
Greene, Kara	Teacher, K-12	Instructional leader for first grade teachers, support for academic needs and oversee the RtI process needs for first grade students.
Higgins, Carmen	Teacher, K-12	Instructional leader for fifth grade teachers, support for academic needs and oversee the RtI process needs for fifth grade students.
Ball, Evelyn	Teacher, ESE	Instructional leader for ESE teachers, support for academic needs and oversee the RtI process needs for ESE students.
Gustafson, Jenny	Teacher, PreK	Instructional leader for PreK teachers, support for academic needs and oversee the RtI process needs for Pre K students.
Penton, Rebecca	Teacher, K-12	Instructional leader for Kindergarten teachers, support for academic needs and oversee the RtI process needs for Kindergarten student.
Arnold, Kristin	Assistant Principal	Support data analysis with the instructional staff, observe and identify instructional practices. Oversee collaboration with teachers, Inclusion ESE teachers and support staff.
	Teacher, K-12	Instructional leader for fourth grade teachers, support for academic needs and oversee the RtI process needs for fifth grade students.

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	98	108	119	93	89	122	0	0	0	0	0	0	0	629
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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	8	10	0	0	0	0	0	0	0	21

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	4	9	1	4	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	1	0	2	0	0	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)
34

Date this data was collected or last updated
Thursday 8/8/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	4	5	7	0	0	0	0	0	0	0	17

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	0	4	5	7	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	53%	57%	47%	50%	55%
ELA Learning Gains	43%	55%	58%	50%	51%	57%
ELA Lowest 25th Percentile	34%	52%	53%	37%	43%	52%
Math Achievement	59%	57%	63%	53%	53%	61%
Math Learning Gains	68%	60%	62%	65%	53%	61%
Math Lowest 25th Percentile	44%	52%	51%	57%	45%	51%
Science Achievement	45%	54%	53%	51%	50%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	98 (0)	108 (0)	119 (0)	93 (0)	89 (0)	122 (0)	629 (0)
Attendance below 90 percent	5 (5)	3 (3)	3 (3)	4 (4)	4 (4)	3 (3)	22 (22)
One or more suspensions	0 (0)	5 (5)	0 (0)	5 (5)	6 (6)	3 (3)	19 (19)
Course failure in ELA or Math	0 (0)	7 (7)	4 (4)	4 (4)	3 (3)	4 (4)	22 (22)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (6)	25 (25)	58 (58)	89 (89)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	56%	2%	58%	0%
	2018	58%	52%	6%	57%	1%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	39%	52%	-13%	58%	-19%
	2018	45%	51%	-6%	56%	-11%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-6%				
Cohort Comparison		-19%				
05	2019	41%	51%	-10%	56%	-15%
	2018	45%	44%	1%	55%	-10%
Same Grade Comparison		-4%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	55%	-2%	62%	-9%
	2018	66%	54%	12%	62%	4%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	59%	58%	1%	64%	-5%
	2018	43%	58%	-15%	62%	-19%
Same Grade Comparison		16%				
Cohort Comparison		-7%				
05	2019	63%	55%	8%	60%	3%
	2018	65%	52%	13%	61%	4%
Same Grade Comparison		-2%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	48%	55%	-7%	53%	-5%
	2018	57%	55%	2%	55%	2%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	23	23	22	28	44	30	20				
BLK	32	37	25	41	55	28	41				
HSP	65	50		70	69						
MUL	63	58		67	83						
WHT	49	44	43	67	76	71	49				
FRL	38	37	30	48	61	44	36				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performance was in 4th grade with 39% scoring 3 or above in ELA. This was down from 45% in 17-18. Junior Great books was implemented and the faculty in grades Kindergarten through 5th grades was trained. Nonfiction books were purchased last year for each classroom to provide more rigor for students. the Media Center has also focused on more nonfiction books. This support with additional training in our 3rd graders should increase the starting level of this year's 4th graders.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in the science scores with 48% down from 57% in 17-18. After analysis of Early Warning Signs, there was a significant increase in the number of days missed by in all grades. 3rd 17-18 (4) 18-19 (21) 4th (4) 18-19 (21) 5th (3) 18-19 (17).
there was a significant decline in SWD and BLK/AfAm.

17-18 ELA Gains SWD=39% 18-19 SWD=23% (16% Decrease)
ELA L25% SWD=32% SWD=22% (10% Decrease)
17-18 AfAm L25% 41% 18-19 AfAm=25% (16% Decrease)

17-18 Math AfAm L25% 38% 18-19 AfAm=28% (10% Decrease)

17-18 SWD Science 42% 18-19 SWD Science 20%

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap was in the performance of our 4th graders in ELA. McArthur was at 39% and the State was 58%. Over all ELA scores decreased

Which data component showed the most improvement? What new actions did your school take in this area?

Our 4th graders showed the greatest improvement in math going from 43% in 17-18 to 59% in 18-19. Support materials have been the focus for several years that strengthened math instruction. supporting teachers with additional training and recruiting teachers with strong instructional skills will be implemented.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Looking in the tremendous increase in missed days of instruction, attendance is an area of concern. this information will be shared with the School Advisory Council and the PTA for ideas to decrease the number of days missed. Attendance will be closely monitored and parents contacted.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Strengthen vocabulary instruction in Kindergarten through 5th grade. Add vocabulary test in AR participation.
2. Establish strategies to build on learning gains for lower quartile for K - 5th grades. Review data and address weaker areas as assessed in iReady and STAR testing. Complete more iReady training.
3. Build on reading interventions that build reading skills for African American students and SWD students. Providing reading material that is appealing to these two subgroups.
4. Encourage teachers to complete Reading Endorsement courses.
5. Ideas to increase reading at home i.e. books given to parents with tips for read alouds, author's purpose, etc.
A book will be given to parents at the parent conference K - 5th grades.

DATA Meetings will be added for Inclusion classes to review growth monthly with ESE teachers in addition to classroom teachers. Iready data will be monitored bi-weekly by ESE teachers and iReady lessons created to address weaker areas. Additional small group instruction will take place in 3rd, 4th and 5th grades. STAR data will be tracked in all grades for the two subgroups to address academic growth.

Part III: Planning for Improvement

Areas of Focus:
No activities were entered for this section.

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

N/A

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 Schoolwide Improvement Plan 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.

Parents will be kept informed through call outs for school activities, Newsletters, PTA activities, parent conferences and input from the School Advisory Council. Meetings and training opportunities will be offered during the day and evening for the convenience of working parents. Child care and transportation will be offered when needed.

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.

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

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 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 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.

Student needs are identified through the Guidance department, registration, clinic, SAC input and teacher information. The School Leadership Team meets monthly to identify and address school needs. The Guidance Counselor coordinates the backpack program to provide food to students, the Visiting Teacher makes home visits to support the needs of our students.

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