R. C. Lipscomb Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

R. C. Lipscomb Elementary School

10200 ASHTON BROSNAHAM RD, Pensacola, FL 32534

www.escambiaschools.org

Demographics

Principal: Kristen Danley H

Start Date for this Principal: 7/5/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2021-22 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	2021-22: B (57%) 2018-19: A (62%) 2017-18: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

Table of Contents

R. C. Lipscomb Elementary School

10200 ASHTON BROSNAHAM RD, Pensacola, FL 32534

www.escambiaschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		A	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 has a nurturing environment that emphasizes student performance and core values. 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 and bring out the best in each child. Learning is fostered through innovative, engaging techniques and ideas. It is a place where we value cross-curricular and technological integration, as well as developmentally appropriate activities. Collaboration with administrators, teachers, and parents help students strive to lead the way in every aspect of the educational program.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Danley, Kristen	Principal	Principal - coordinates the operation of the entire school. In charge of daily activities and maintaining all systems and ensures the safety of all students. Hires / retains effective teachers, provides daily walkthroughs with feedback to teachers, plans and/or provides professional development to grow staff, supervises staff, and plans activities that grow and develop staff.
White, Kanisha	Assistant Principal	Assistant Principal - Ms. White supervises half of our instructional staff, conducts daily walkthroughs to provide feedback to teachers, leads behavior/ discipline on campus, and provides professional development to teachers in additional to a multitude of additional managerial tasks.
Druhl, Rachel	Teacher, ESE	5th grade teacher (inclusion class) and grade chair for all six ESE teachers. Leads weekly grade level meetings and serves as a mentor to new teachers on her grade level and ESE.
Feliciano, Katie	Other	MTSS/RTI coordinator - works with classroom teachers to develop intervention plans for students identified as struggling. She coordinates and leads all MTSS meetings with teachers and parents. Oversees intervention groups for K-5 and intervention teachers to ensure adequate lessons are prepared and accurate students are receiving instruction.
Terbecki, Alicia	School Counselor	Works with students in 3rd-5th grade for counseling services. Oversees and helps lead behavior support process for students. Leads child study and attendance processes.
Welter, Cheri	Teacher, K-12	2nd grade teacher and grade chair for all seven 2nd grade teachers. Leads weekly grade level meetings and serves as a mentor to new teachers on her grade level.
Darbyshire, Shi	Teacher, K-12	3rd grade teacher and grade chair for all seven 3rd grade teachers. Leads weekly grade level meetings and serves as a mentor to new teachers on her grade level.
Debrabant, Libby	School Counselor	Works with students in pre-k - 2nd grade for counseling services. Oversees and helps lead behavior support process for students. Leads attendance and child study processes.
Fernandez, Lauren	Teacher, ESE	1st grade ESE inclusion support teacher and grade chair for all six 1st grade teachers. Leads weekly grade level meetings and serves as a mentor to new teachers on her grade level.
Goins, Jenna	Teacher, K-12	4th grade teacher and grade chair for all six 4th grade teachers. Leads weekly grade level meetings.

Name	Position Title	Job Duties and Responsibilities
Griffin, Holly	Teacher, K-12	5th grade teacher and grade chair for all six 5th grade teachers. Leads weekly grade level meetings and serves as a mentor to new teachers on her grade level.
Thrower, Katie	Teacher, K-12	Kindergarten teacher and grade chair over all 6 kg teachers. Leads grade level meetings for kindergarten teachers.
Brenton, Dustin	Teacher, K-12	PE Coach for pre-k through 5th grade students. He serves as the grade chair over all special areas (PE, Art, Music, Media, Technology).

Demographic Information

Principal start date
Tuesday 7/5/2022, Kristen Danley H

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Total number of teacher positions allocated to the school
47

Total number of students enrolled at the school
768

Identify the number of instructional staff who left the school during the 2021-22 school year.
11

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	117	124	131	129	121	134	0	0	0	0	0	0	0	756
Attendance below 90 percent	5	24	25	33	12	20	0	0	0	0	0	0	0	119
One or more suspensions	1	1	3	2	3	4	0	0	0	0	0	0	0	14
Course failure in ELA	0	5	10	8	4	2	0	0	0	0	0	0	0	29
Course failure in Math	0	3	5	5	7	3	0	0	0	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	9	19	0	0	0	0	0	0	0	36
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	12	16	0	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	4	7	9	7	12	0	0	0	0	0	0	0	39

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Saturday 9/17/2022

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	
Number of students enrolled	107	138	117	128	125	142	0	0	0	0	0	0	0	757
Attendance below 90 percent	7	38	31	31	22	32	0	0	0	0	0	0	0	161
One or more suspensions	0	4	2	3	3	8	0	0	0	0	0	0	0	20
Course failure in ELA	0	5	19	5	6	5	0	0	0	0	0	0	0	40
Course failure in Math	0	1	11	5	8	3	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	10	16	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	18	12	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	4	21	12	22	13	12	0	0	0	0	0	0	0	84

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	7	9	5	4	7	0	0	0	0	0	0	0	32

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	5	7	2	3	3	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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	
Number of students enrolled	107	138	117	128	125	142	0	0	0	0	0	0	0	757
Attendance below 90 percent	7	38	31	31	22	32	0	0	0	0	0	0	0	161
One or more suspensions	0	4	2	3	3	8	0	0	0	0	0	0	0	20
Course failure in ELA	0	5	19	5	6	5	0	0	0	0	0	0	0	40
Course failure in Math	0	1	11	5	8	3	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	2	10	16	0	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	2	18	12	0	0	0	0	0	0	0	32
Number of students with a substantial reading deficiency	4	21	12	22	13	12	0	0	0	0	0	0	0	84

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	7	9	5	4	7	0	0	0	0	0	0	0	32

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	5	7	2	3	3	0	0	0	0	0	0	0	0	20
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

Part II: Needs Assessment/Analysis

School Data Review
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	51%	56%				71%	53%	57%
ELA Learning Gains	49%						60%	55%	58%
ELA Lowest 25th Percentile	43%						55%	52%	53%
Math Achievement	69%	46%	50%				71%	57%	63%
Math Learning Gains	57%						64%	60%	62%
Math Lowest 25th Percentile	52%						41%	52%	51%
Science Achievement	66%	52%	59%				73%	54%	53%

Grade Level Data Review - State Assessments
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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	77%	56%	21%	58%	19%
Cohort Comparison		0%				
04	2022					
	2019	68%	52%	16%	58%	10%
Cohort Comparison		-77%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	51%	13%	56%	8%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	71%	55%	16%	62%	9%
Cohort Comparison		0%				
04	2022					
	2019	71%	58%	13%	64%	7%
Cohort Comparison		-71%				
05	2022					
	2019	65%	55%	10%	60%	5%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	71%	55%	16%	53%	18%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	37	34	29	38	45	39	30				
BLK	34	29	15	45	49	58	44				
HSP	83	73		65	47						
MUL	67	55		67	64		55				
WHT	68	49	50	73	59	51	69				
FRL	49	43	43	55	51	56	52				

2021 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 2019-20	C & C Accel 2019-20
SWD	41	30	25	44	37	43	29				
ASN	50			70							
BLK	44	29	20	54	35		11				
HSP	79			89							
MUL	59	40		59	40		40				
WHT	69	48	27	70	55	53	63				
FRL	55	46	39	56	43	50	43				
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	43	56	46	46	57	34	53				
ASN	100	90		92	90						
BLK	41	45	41	45	53	43	52				
HSP	59	55		82	64						
MUL	69	62		58	60		67				
WHT	78	62	57	77	66	33	77				
FRL	60	58	55	59	59	42	57				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
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	400
Total Components for the Federal Index	7
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	67
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	62
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Proficiency rates decline from 3rd, 4th to 5th grade in both ELA and Math. SWD and BLK students are scoring significantly lower than school proficiency rates. For example, SWD and BLK students had 37% and 34% proficiency, respectively, in ELA while overall proficiency was 64%. SWD and BLK students had 41% and 44% proficiency, respectively, in Math while overall proficiency for the school was 69%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

ELA demonstrates the greatest need for improvement. ELA proficiency and learning gains were the lowest scoring components on FSA last year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor to this decline in ELA scores could be the result of Tier 1 instruction. Classrooms were not meeting the minimum ELA requirements of 150 min of instruction a day. Tier 1 instruction does not reflect effective teaching strategies. Our goal is to improve Tier 1 instruction including increasing ELA instruction to 150 min daily, increasing the time students spend in text/manipulating text, and increasing the rigor at which instruction is occurring.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA lower quartile learning gains had the largest improvement moving from 27% in 2021 to 43% in 2022.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Last year the school used intervention teachers to pull small groups providing intensive intervention, and data chats were held with teachers on professional development days.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning, we will need to provide professional to improve Tier 1 instruction, understanding district curriculum, and use of evidence based strategies. Regular data chats will be held with teachers and teachers with students. Administration will conduct weekly classroom walkthroughs to monitor Tier 1 instruction and curriculum use.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will include a continuation of B.E.S.T. standards and ELA curriculum (in year 2), as well as on our new Math curriculum. Professional development will focus on understanding standards, resource alignment, effective teaching strategies, and increasing rigor in the classroom. A cohort of teachers will participate in professional development focused on the Science of Reading. The school will participate in a professional development on understanding poverty that provides classroom strategies to reach ALL students and help teachers have a better understanding about the challenges our students face.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our focus will be on building the capacity of teachers and leadership team to ensure sustainability over the next year and beyond.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Overall proficiency and learning gains are not back to the level they were prior to Covid pandemic. Classroom walkthroughs and a review of classroom schedules, reflect a need to improve Tier 1 instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	All proficiency cells will increase (ELA from 64% to 65%, Math from 69% to 70%, and Science from 66% to 67%). ESSA Subgroups will reach 41% (in 2022 SWD was 37% for ELA and was 38% for Math in 2022; BLK was 34% for ELA).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Leadership coach from Insight Education, will monitor and evaluate the performance of the principal focusing on instruction and curriculum alignment four times throughout the school year. Insight Education will provide feedback and next steps for administrative team to implement with staff and students.
Person responsible for monitoring outcome:	Kristen Danley (kdanley@ecsdfl.us)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Ensure standards based instruction occurs daily.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Providing feedback to teachers to improve their practice and improve Tier 1 instruction will result in academic improvements for students.

Action Steps to Implement	
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.	
Quarterly walks and discussions with Insight Education regarding classroom walks and principal's feedback to teachers.	
Person Responsible	Kristen Danley (kdanley@ecsdfl.us)
Daily classroom walks will be conducted by principal and assistant principal providing feedback to teachers. Weekly admin meetings will be held to discuss trends, identify areas for professional development, and identify supports for teachers. Weekly walkthrough data is reported each week to parents, to staff, and to the district.	
Person Responsible	Kristen Danley (kdanley@ecsdfl.us)

#2. Positive Culture and Environment specifically relating to Behavior Intervention and Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	The PMDR data shows that there were 123 Office Discipline Referrals in 2021-2022 that resulted in 90 days of Out of School Suspensions.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease ODR by 10% from 123 in 2021-2022 to 110 in 2022-2023.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored using Focus analytics report and shared with faculty monthly. A weekly report on referral data will also be shared with faculty and parents.
Person responsible for monitoring outcome:	Kanisha White (kwhite3@ecsdfl.us)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Modify the classroom learning environment to decrease problem behavior.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to Reducing the Behavior Problems in the Elementary school classroom found on What Works Clearinghouse research demonstrates that teachers who proactively decrease problem behaviors implement classroom management approaches that: 1. Establish an orderly and positive classroom environment by teaching and reinforcing rules and routines. 2. Reinforce the appropriate behavior of individuals and groups of students. 3. Practice instructional principles that incorporate presentation of new materials with modeling and practice. 4. Offer a variety of activities and materials at a pace and level of difficulty appropriate to the range of student abilities in the class.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Professional development focused on effective Tier 1 classroom management and multi-tiered support of behavior interventions.

Person Responsible	Kanisha White (kwhite3@ecsdfl.us)

Professional development using the book Disrupting Poverty from August - December 2022.

Person Responsible	Holly Griffin (hgriffin@ecsdfl.us)

Implementation of a positive behavior plan that will be used school-wide to recognize and reward appropriate behavior.

Person Responsible	Kanisha White (kwhite3@ecsdfl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

n/a

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

n/a

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

n/a

Grades 3-5: Measureable Outcome(s)

n/a

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

n/a

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

n/a

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

n/a

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

n/a

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Lipscomb Elementary School will target the following activities to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of studnents:

1. Implementation of positive behavior supports through our new "PAWsitive" Behavior Plan where students are recognized and rewarded for following one of our PAWsitive behaviors (Be Positive, Be Responsible, Work Hard, Be Respectful).
2. Family events are held each semester (minimum of two events a year) that focus on building the capacity of the parent around content instruction such as Science, Math, or Reading.
3. Provide students with supportive mental health services through our guidance department and Lakeview mental health services.
4. Provide families with social needs through our guidance department and district's school social worker program.
5. The entire school will participate in professional development on the book, Disrupting Poverty.

Identify the stakeholders and their role in promoting a positive school culture and environment.

All steps in building a positive culture and environment will be overseen by administration (K. Danley and K. White) along with Guidance Counselors (L. Debrabant and A. Terbecki).

1. Assistant principal and guidance counselors will conduct professional development on behavior MTSS processes, behavior interventions, and the new positive behavior support plan. All staff members participate in the recognition of positive student behavior including bus drivers.
2. The schools leadership team, PTA, and administration work to plan family events that build the capacity of parents.
3. The school's two guidance counselors, Lakeview mental health counselor, and military counselor will provide services to students and report to administration monthly.
4. The school's two guidance counselors and the district's school social worker will provide services to students and families.
5. Two members of our leadership team will facilitate the school-wide book study. (H. Griffin and R. Druhl). All staff that have not already taken Disrupting Poverty will participate.