R. C. Lipscomb Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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R. C. Lipscomb Elementary School

10200 ASHTON BROSNAHAM RD, Pensacola, FL 32534

www.escambiaschools.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

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 addition to a multitude of additional managerial tasks.
Maclin, Kristen	Curriculum Resource Teacher	Curriculum Coordinator is an integral part of the administrative team conducting weekly walkthroughs w/feedback, providing ongoing professional development, leading PLCs with grade levels around analyzing data monthly, and providing discipline/behavior support for students. She serves on our leadership team and mentors new teachers.
Harrell, Crystal	Teacher, K-12	Kindergarten teacher and grade chair for all six kindergarten teachers. Leads weekly grade level meetings, serves on our leadership team, and serves as a mentor to new teachers on her grade level.
Pitts, Missy	Teacher, K-12	1st grade teacher and grade chair for all six 1st grade teachers. Leads weekly grade level meetings, serves on our leadership team, and serves as a mentor to new teachers on her grade level.
Reynolds, Kristy	Teacher, K-12	2nd grade teacher and grade chair for all six 2nd grade teachers. Leads weekly grade level meetings, serves on our leadership team, 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, serves on our leadership team, and serves as a mentor to new teachers on her grade level.
Nosie, Alison	Teacher, K-12	4th grade teacher and grade chair for all five 4th grade teachers. Leads weekly grade level meetings, serves on our leadership team, and serves as a mentor to new teachers on her grade level.
Druhl, Rachel	Teacher, K-12	5th grade teacher and grade chair for all five 5th grade teachers. Leads weekly grade level meetings, serves on our leadership team, and serves as a mentor to new teachers on her grade level.
Griffin, Holly	Teacher, K-12	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

Name	Position Title	Job Duties and Responsibilities
		groups for K-5 and intervention teachers to ensure adequate lessons are prepared and accurate students are receiving instruction. She serves on our leadership team and mentors new teachers. *also serves as our Title 1 Parent/Family Liaison
Carter, Katherine	School Counselor	Works with students in pre-k through 5th grade for counseling services. Oversees and helps lead behavior support process for students, 504 meetings, serves on our leadership team, and leads child study and attendance processes.
Paul, Aurora	Teacher, K-12	Art teacher and grade chair for all seven Special Area (art, music, PE) teachers. Leads weekly grade level meetings, serves on our leadership team, and serves as a mentor to new teachers in her department.
Tanner, Danielle	Teacher, ESE	ESE inclusion teacher and grade chair for all ESE teachers (inclusion, self-contained, DHH). Leads weekly grade level meetings, serves on our leadership team, and serves as a mentor to new teachers in her department.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

School Advisory Council met at the end of 2022-2023 school year to discuss areas of concern and focus areas moving forward. All required stakeholders were present.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Administrative team will review progress of SIP once a month to ensure student progress is being made around the focus areas in ELA and attendance especially for our ESSA subgroups (SWD and BLK).

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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

2022-23 Title I School Status	Yes
2022-23 Minority Rate	35%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	12	31	20	27	24	32	0	0	0	146
One or more suspensions	0	1	1	2	3	3	0	0	0	10
Course failure in English Language Arts (ELA)	0	5	8	13	8	2	0	0	0	36
Course failure in Math	0	2	5	8	5	3	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	5	12	11	30	3	11	0	0	0	72

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	1	5	8	5	4	0	0	0	23

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Retained Students: Current Year	9	8	0	7	0	0	0	0	0	24
Students retained two or more times	0	0	0	2	3	1	0	0	0	6

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Absent 10% or more days	5	24	25	33	12	20	0	0	0	119
One or more suspensions	1	1	3	2	3	4	0	0	0	14
Course failure in ELA	0	5	10	8	4	2	0	0	0	29
Course failure in Math	0	3	5	5	7	3	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	8	9	19	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	5	12	16	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
Students with two or more indicators	0	4	7	9	7	12	0	0	0	39

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	24	25	33	12	20	0	0	0	119
One or more suspensions	1	1	3	2	3	4	0	0	0	14
Course failure in ELA	0	5	10	8	4	2	0	0	0	29
Course failure in Math	0	3	5	5	7	3	0	0	0	23
Level 1 on statewide ELA assessment	0	0	0	8	9	19	0	0	0	36
Level 1 on statewide Math assessment	0	0	0	5	12	16	0	0	0	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	4	7	9	7	12	0	0	0	39

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	48	53	64	51	56	65		
ELA Learning Gains				49			44		
ELA Lowest 25th Percentile				43			27		
Math Achievement*	63	50	59	69	46	50	68		
Math Learning Gains				57			52		
Math Lowest 25th Percentile				52			47		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	61	52	54	66	52	59	54		
Social Studies Achievement*					55	64			
Middle School Acceleration					45	52			
Graduation Rate					50	50			
College and Career Acceleration						80			
ELP Progress		62	59						

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	237
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	1
ELL				
AMI				
ASN				
BLK	32	Yes	2	
HSP	62			
MUL	59			
PAC				
WHT	66			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	36	Yes	1	
ELL				
AMI				
ASN				
BLK	39	Yes	1	
HSP	67			
MUL	62			
PAC				
WHT	60			
FRL	50			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			63			61					
SWD	25			33			29				4	
ELL												
AMI												
ASN												
BLK	30			35			25				4	
HSP	58			65			64				3	
MUL	56			63			58				3	
PAC												
WHT	61			69			69				4	
FRL	40			50			49				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	64	49	43	69	57	52	66					
SWD	37	34	29	38	45	39	30					
ELL												
AMI												
ASN												
BLK	34	29	15	45	49	58	44					
HSP	83	73		65	47							
MUL	67	55		67	64		55					
PAC												
WHT	68	49	50	73	59	51	69					
FRL	49	43	43	55	51	56	52					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	65	44	27	68	52	47	54					
SWD	41	30	25	44	37	43	29					
ELL												

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	50			70								
BLK	44	29	20	54	35		11					
HSP	79			89								
MUL	59	40		59	40		40					
PAC												
WHT	69	48	27	70	55	53	63					
FRL	55	46	39	56	43	50	43					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
05	2023 - Spring	52%	49%	3%	54%	-2%
04	2023 - Spring	65%	57%	8%	58%	7%
03	2023 - Spring	55%	44%	11%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	69%	51%	18%	59%	10%
04	2023 - Spring	75%	58%	17%	61%	14%
05	2023 - Spring	51%	47%	4%	55%	-4%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	60%	51%	9%	51%	9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

Based on the FAST PM3 data results, 26% of students with disabilities were proficient in ELA; 30% of African American students were proficient in ELA and 42% of the Economically Disadvantage students were proficient in ELA. We suspect the change in assessment from paper-based to computer based and the structure of the assessment may have played a role in the decline in student achievement. In addition, we had vacancies in ESE inclusion support staff that were filled with out of field teachers and/or substitutes.

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

Hispanic students declined in proficiency to 26% in ELA. Overall, ELA declined school-wide and African American students declined 18% in Science. As we analyzed data, we noticed that there were fewer hispanic students in the previous year that could account for the decreased proficiency this year. We also suspect the change in assessment from paper-based to computer based and the structure / length of the assessment may have played a role in the decline in student achievement.

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.

5th grade ELA has the greatest gap when compared to the state average. Contributing factors could be that there were a large number of students with disabilities on this grade level combined with the change in assessment from paper-based to computer based and the structure/length of the assessment.

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

Hispanic students increased percentage points by 6.8%. Overall, school-wide students performed better in Math. This year we increased the usage and monitoring of Reflex Math.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our lower performing ESSA groups are also the groups of students with the highest percentage of absences.

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

Two of our highest ranking priorities for school improvement in the upcoming school year will be our African American student proficiency in ELA and Students with Disabilities proficiency in ELA.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance data from 2022-2023 school year reflects that attendance rates have not returned to the pre-Covid average daily rates of attendance. Attendance data also reflects that our two lowest ESSA subgroups not meeting expected Federal Index levels in ELA (SWD & BLK) have a higher rate of absenteeism and tardiness than the overall school attendance data. Our goal is to Increase average daily attendance and decrease number of tardies.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase average daily attendance from 92% to 93% and reduce the percentage of students with 5+ absences to 20% or less.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Pull ADA data weekly to report out to parents, staff and district through our weekly measures and data dashboard on our website and Facebook page. Pull attendance data weekly to monitor students missing multiple days.

Person responsible for monitoring outcome:

Katherine Carter (kcarter2@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor the progress of all students and proactively intervene when students show early signs of attendance problems. (from Preventing Dropout in Secondary Schools - Tier 2).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Our two lowest performing ESSA subgroups are also the ESSA subgroups with the highest rate of absenteeism. By being proactive we hope to increase the likelihood that students will attend school and arrive on time.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Pull ADA data weekly to report percentage for the week to share to all stakeholders on our Facebook & website dashboard as well as the district's weekly measure tool.

Person Responsible: Kristen Danley (kdanley@ecsdfl.us)

By When: Completed weekly w/ PMDR analysis each quarter.

Pull tardy and attendance data each Monday (EWS data) to identify students that have missed multiple days. Make phone calls to parent/guardians to see how we can assist. Make positive phone calls for students alerted last year that have improved their attendance. Conduct Child Study meetings when needed and conference with families that are attending on School Choice.

Person Responsible: Katherine Carter (kcarter2@ecsdfl.us)

By When: Weekly w/ PMDR analysis each quarter

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our trend in data shows a decrease in overall ELA proficiency (58%) as well as deficiencies in the following subgroups that fell below the 41% Federal Index based on the 2022-2023 PM3 assessment; Students with Disabilities (27%) and African American (30%).

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our trend in data shows a decrease in ELA proficiency. ELA proficiency will go from 58% (proficiency) on the 2023 FAST to 65% or higher on the 2024 FAST PM 3 school-wide. The ESSA subgroups indicated above will increase from 27% (SWD) and 30% (African American) to to 41% proficiency in ELA.

*Proficiency levels indicated for 2023 are based on levels set as of 2023.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The data metrics that will be utilized to monitor our ELA goal will be district SchoolNet assessments (units tests) and quarterly progress monitoring. The leadership team will conduct weekly walkthroughs to monitor the implementation of planning, professional development and remediation. The school leadership team will meet monthly to review school-data. The school leadership team will meet with teachers twice a month to discuss data and determine future instructional practices.

Person responsible for monitoring outcome:

Kristen Danley (kdanley@ecsdfl.us)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School leadership ensures that teachers have a shared understanding of the curriculum and standards across the grades. (10 Key Practices for Assessments in Schools - Tier 1)

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

In analyzing the 2023 FAST data, there is a decline in the overall student proficiency in ELA. According to 10 Key Practices for Assessments in Schools, when teachers know and understand the curriculum and standards they are better equipped to teach students; therefore, increasing student achievement.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

The leadership team will meet with teachers to discuss prior year data for FAST for entire school and ESSA subgroups. The leadership team will conduct PLCs to review Schoolnet Data, FAST and/or STAR

data twice a month with teachers. Teachers will have a chance to review assessments, upcoming standards, and plan for remediation of students that did not meet standards.

Person Responsible: Kristen Maclin (kmaclin@ecsdfl.us)

By When: Prior year FAST data will be reviewed within the first two weeks of school. PLCs will occur twice a month throughout the school year with K-2 meeting the first and third Monday and 3-5 meeting the second and fourth Monday of each month.

The leadership team will conduct daily classroom walkthroughs to monitor the implementation of curriculum, standards taught, and remediation steps identified through PLCs.

Person Responsible: Kristen Danley (kdanley@ecsdfl.us)

By When: Weekly throughout the school year.

Professional development based on needs identified in PLCs and classroom walkthroughs along with the implementation of the new ELA reading/writing initiative will occur during planning and after school.

Person Responsible: Kristen Maclin (kmaclin@ecsdfl.us)

By When: After school professional development will be conducted September through December using Title 1 funds. Additional professional development will occur during planning throughout the school year.

On going monitoring of our ESSA subgroup (SWD and African American) data to include attendance, AR, and i-Ready along with the above PLC monitoring to ensure these subgroups are making adequate gains.

Person Responsible: Kanisha White (kwhite3@ecsdfl.us)

By When: AR and i-Ready monitoring will be conducted monthly. SchoolNet and FAST results will be monitored throughout the year in PLCs to include entire school data monitoring.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Funding allocations for Title I funds are based on survey 3 poverty data. Schools receive these allocations in the spring and work with Title I and the level directors to determine how those funds are utilized. Title I schools also receive additional funding for low income students to support parent involvement. UniSIG allocations are based on school grade and overall Federal Index rates and are received in late summer. The schools work with the School Transformation Office (STO) and level directors to determine the usage of these funds to maximize impact on student achievement. Both Title I and UniSIG are aligned so there are no resource duplications between these two main school improvement funding sources. The Human Resource Department works with Budgeting, Finance, Title I, STO, and Executive staff to review staffing to ensure schools in need have staffing that reflects the need of the school. Title I, UniSIG, Reading Allocation, ESSER, and SAI funding sources are utilized to add supplemental positions to meet the needs of schools and align to state and district goals. School Improvement funding allocations are also utilized to pay staff to attend planning sessions and professional development sessions with the Professional Development Department and STO based on input from BSI and the district. The district identifies resources for coaching and planning support through the level directors, School Transformation Office, Title I, and Professional Development Department. Schools are tiered based on need including school grade, overall federal index, graduation rates, and ESSA subgroup data. Supplemental resources in addition to the district purchased core resources are reviewed based on the school need and approved for purchase utilizing school improvement funding and SAI funding. The district has also begun to utilize Canvas as the LMS to help support resource allocation to include benchmark aligned lessons, professional development, and content training for schools. Additional support that is identified by quarterly

meetings with schools and monthly meetings with the BSI team will be supported through the LMS to ensure school needs and district resources are being appropriately allocated for the 2023-2024 school year.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The Title I Annual Meeting is held during the first quarter of the school year. All stakeholders (families, teachers, staff, and community members) are invited to attend. During this meeting the following information is shared: School Improvement Plan, Parent & Family Engagement Plan, Title I Budget, Parents' Right to Know (defined by Title I law), and the School-Family Compact.

Throughout the school year, SIP progress is regularly shared and discussed through the School Advisory Council. Regardless of membership status, all stakeholders are invited to attend School Advisory Council meetings.

Links to the school's SIP are posted on the school's homepage as well as the schools Our Title I Family page.
Lipscomb's school webpage: https://www.escambiaschools.org/rcles.
Our Title 1 Family page: https://www.escambiaschools.org/domain/933

Our School Improvement Plan is also shared at our beginning of the year faculty meeting and progress is shared throughout the school year at leadership team meetings and faculty meetings.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

During the 23-24 school year, parent conferences will be held by all teachers to share the progress of each student. FAST data will be reviewed with families.

This year each grade level will hold a family night focused on building the capacity of the families as it relates to their grade level specific standards for both ELA and Math. Teachers will share strategies which can be used at home. Teachers send weekly information home to parents regarding their child's academic and social progress.

The Parent & Family Engagement Plan is shared with families during the Title I Annual Meeting, posted on our website, and messaged to families through the student information system FOCUS.

The Parent & Family Engagement Plan is accessible from our school's website.

Our Title 1 Family Page: https://www.escambiaschools.org/domain/933

We will also strive to build relationships with families and increase communication through the school webpage and Facebook page, the district's school messenger system (text and/or call outs), monthly calendar that goes home to families, and a Family Newsletter that our Parent & Family Liaison sends home to help keep families informed.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We plan to strengthen the academic program in the school by hiring a Curriculum Coordinator. This person will serve as another instructional resource for teachers, which in turn will increase student achievement. We are planning to increase quality and quantity of our grade level data meetings to be true PLCs where data and student work is analyzed. Our Curriculum Coordinator along with administration will also be working with grade levels after school hours on reading/writing instruction. Extra pay for teachers was allocated for this initiative to ensure fidelity to Tier I instruction and to support teachers with this year's district initiative in writing.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Title I, Part C: Migrant families participate in a LEA Advisory Council for English Language Learners. Translators are available for teacher conferences as well as to assist with translation of documents to be provided for families. Family events provide guidance and modeling of emergent literacy development activities.

Title I, Part D: Resources are provided for parents whose children are enrolled in Neglected & Delinquent programs.

ESOL-Title III: Provides supplemental resources for English Language Learners (ELL) such as services and paraprofessionals.

Title IX, Part A: Provides hygiene items, school supplies, enrollment assistance, social work, and advocacy. Assistance for housing, food, clothing, and other emergency support are available for families referred under Title IX.

IDEA: Provides students with disabilities a Free Appropriate Public Education (FAPE) that is tailored to their individual needs including an Individualized Education Plan (IEP), placement in the Least Restrictive Environment (LRE), appropriate evaluation, parent and teacher participation, and procedural safeguards.

DODEA - provides a military counselor to be on campus 3 days a week to provide additional support to military students.

District's Mental Health Program - provides a licensed mental health counselor to be on our campus 3 days week to provide additional mental health services to students.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

We have a full time school guidance counselor on campus as well as a military counselor three days a week and a licensed mental health counselor through Lakeview Services here three days a week to meet the needs of our students. As students are identified as at risk (i.e. for attendance, counseling, academic EWS data, RTI meetings), those students are referred to the appropriate personnel for support. As a leadership team, we identify students that are at risk of not meeting state standards and assign an adult "buddy" to provide additional support/encouragement throughout the school year. We will ensure our two lowest subgroup area students not on track to meet standards (SWD, BLK) are assigned a mentor "buddy."

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We have an RTI/MTSS coordinator that is a certified teacher outside of the classroom that helps monitor the MTSS process, helps teachers identify and implement appropriate interventions, and monitor the progress of those interventions. She works closely with other staff throughout the process that might include our behavior coach and guidance counselor for behavior interventions and our ESE teachers and school psychologist as students are referred for testing as part of the MTSS process.

We have a military counselor on campus 3 days a week that provides additional support to those students, as well as a mental health counselor 3 days a week to provide additional support for students that need mental health services.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our main focus for professional development this year is ensuring the fidelity of Tier I instruction in every classroom everyday which includes following our district's pacing guide, district curriculum and district initiatives. Our Title 1 budget includes extra pay for teachers to stay after school for professional development. During PLCs and after school professional development we will be working on training for the district's writing initiative as well as train on grade level standards, teaching to the rigor or those standards, and what effective instruction should be occurring in every classroom-every day. Administration's classroom walkthroughs will also be focused and aligned to this roll out of professional development with feedback given to teachers and future professional development needs identified and planned.

Our school was trained in the 7 Habits of Highly Effective People and Leader In Me Core 1 this summer. As part of being a Leader in Me school this year, we will teach the 7 Habits to our students and have two follow up coaching days from our Leader In Me coach. Leader In Me prioritizes

We hold a monthly professional development aimed at engaging students in learning where teachers

lead sessions on effective engagement strategies such as Kagan cooperative learning structures, Thinking Maps, response methods, current technology programs, etc.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Parents are given information including strategies to make transitions smoother and help them work with their children at parent/teacher conferences, in newsletters, and at school events. Parents of our ESE pre-k students that will be transitioning into a general education Kindergarten classroom teacher attend a progression to Kindergarten meeting where assessment and academic progress results are shared with parents. At this meeting a kindergarten teacher is present and shares the Kindergarten expectations and ways to assist at home to ensure students Kindergarten Ready.

Staff are provided with training opportunities online, at the individual schools, and at the district level. Training topics include procedural information, required parent involvement elements, curriculum & instruction, standards, safety, best practices, using assessments, and behavior.