

Limestone Creek Elementary School

6701 CHURCH ST, Jupiter, FL 33458

www.edline.net/pages/limestone_creek_es

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	25%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	26%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Limestone Creek will infuse the content required by Florida Statute 1003.42 (2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans. Guest speakers will come in to talk to students, information in the school newsletter will be sent home as well as recognition on the morning news.

Schedule and plan school wide multicultural projects

Identify and engage school community stakeholders in assessing the current state of the cultural awareness and student-teacher relationships (data based decision making). Identify on campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Articulate, demonstrate, and teach the specific practices that reflect the application of our SwPBS Universal Guidelines.

Involve non-instructional staff in the process of modeling and teaching interpersonal expectations in non-academic settings

Classroom guidance/guidance groups

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Universal Guidelines and behavior matrix (lesson plans) are taught and reviewed throughout the year and after breaks from school to ensure students are aware of school expectations and make references to Universal Guidelines when providing students with positive feedback.

SwPBS team reviews classroom data to ensure students are engaged while in class and teachers maintain a minimum of 4:1 ratio of positive interactions to ensure students remain engaged during instructional time.

Ensure differentiation of instruction is taking place to meet the needs of all students.
 School wide recognition system in place for common areas

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

School Based Team and the BPIE committee meet to discuss students with barriers to academic and social successes
 The school provides differentiated delivery of services to include core guidance, guidance groups (supplemental), and intensive supports (outside agency).

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance below 90% and level 1 on statewide standardized assessments.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	3	8	12	9	12	11	55
One or more suspensions	0	0	1	1	2	0	4
Course failure in ELA or Math	8	33	18	44	26	21	150
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	K	1	2	3	4	
Students exhibiting two or more indicators	1	6	4	3	5	19

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Parents are contacted by teacher initially. If there is no improvement then student is referred to School Based Team (SBT). Guidance counselor, administration and teacher/s works with parents as well.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

- Meet the Teacher, Curriculum Night- ensure non-threatening methods of introducing parents to teachers and administrators
- Welcome to LCE Breakfast for all new families
- Kindergarten Round up
- Technology Night to offer interactive tutorial with a variety of educational technology
- Math night, writing night, reading night, science night
- Parent Night at tutorial
- Monthly Newsletter
- Positive phone calls/notes home

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The purpose of a School and Community Partnership is to improve the educational outcomes of students.

By working together, schools, parents and families can increase their combined capacity to positively influence

student outcomes by building positive relationships among school, administration, parents, community, teachers and students. We have numerous business partners that support our mission and vision. Staff, parents, and community leaders attend SAC and work together to identify priorities and develop an action plan in a collaborative way by using data and current achievement trends to set priorities and by providing relevant, on-site professional development based on data and conversations among stakeholders, in a way that builds both educator-educator and educator-parent collaborations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Gibbs, Suzanne	Principal
Tierney, Katherine	Teacher, K-12
Pelchen, Marta	Teacher, K-12
Roxann, Rickenbach	Teacher, K-12
Loder, Sally	Teacher, K-12
Reed, Beth	Teacher, K-12
Briick, Susan	Teacher, K-12
West, Mary	Teacher, K-12
Eissey, Wendy	Teacher, ESE
Hoffman, Mitchell	Assistant Principal
Moodspaugh, Jennifer	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets monthly to share information and review school improvement goals. We share any grade level data that affects school effectiveness. We are responsible for disseminating the shared information with our team.

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

Weekly LTM's are used to monitor the effectiveness of instruction where teams share strategies and evaluate data and update action plans to meet individual and whole school student needs. Grade chairs are participating in a book study to help coach and mentor teachers. The School Based Team, which is comprised of administration, teachers, guidance, and the school psychologist, meets on a weekly basis to monitor individual student progress of those students in the Rtl process. Our school integrates Single School Culture by sharing our Universal Guidelines, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. Each classroom also has a classroom behavioral matrix. Our PRIDE Team meets monthly to review our data, review and update our plan. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS. The in-house news program is used to reinforce our behavioral expectations and monthly character pillars.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kristen Battle	Teacher
Suzanne Gibbs	Principal
Jill McDaniel	Teacher
Edna Runner	Business/Community
Dawn Gabriel	Parent
Sarah Cushman	Parent
Cathy Sherlock	Parent
Christina Migoya	Business/Community
Tamara Goble	Business/Community
Susan Wood	Teacher
Melinda McDowell	Education Support Employee
Candice Carter	Teacher
Vitasta Matto	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Administration shared last year's data and reviewed the current levels of performance for student achievement.

Development of this school improvement plan

The school improvement plan goals are reviewed monthly at SAC meetings. Parents and business leaders also contribute to the goals by reviewing data and contributing ideas and support on implementing strategies. All stakeholders are active participants to ensure, oversee, and support the implementation of the goals.

Preparation of the school's annual budget and plan

School improvement funds are for the purpose of enhancing school performance through development and implementation of the school improvement plan. Monies may be expended only on programs or projects selected by the School Advisory Council.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds were dispersed from the state late last school year. SAC determined that the money would be used to fund FY16 tutorial.

School recognition money will be used to help fund remediation materials such as LLI kits (\$3,440.49).

School improvement money and grant money will be used to fund the tutorial program (\$6,674.85 + \$1,541.00).

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Gibbs, Suzanne	Principal
Tierney, Katherine	Teacher, K-12
Pelchen, Marta	Teacher, K-12
Roxann, Rickenbach	Teacher, K-12
Loder, Sally	Teacher, K-12
Moodspaugh, Jennifer	Teacher, K-12
Reed, Beth	Teacher, K-12
Briick, Susan	Teacher, K-12
Eissey, Wendy	Teacher, ESE
West, Mary	Teacher, K-12
Hoffman, Mitchell	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. The team includes a literacy leader from each grade level and administrators. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year. The team will focus on the effective use of the K-5 Literacy Assessment, utilizing the Continuum of Literacy to guide instruction and the implementation of the district literacy plan. There will be an additional focus on the implementation of the Florida Standards in all grade levels and how this affects the design of classroom assessments..

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participate in Learning Team Meetings where they meet and build positive team relationships. Teachers follow the schedule put out by administration. Researched based protocols are utilized to focus the meetings on students' academic needs and assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruitment of highly qualified instructional personnel by means of office interviews for a variety of positions from within the district and outside. Candidates are screened to ensure they meet the requirements of the position. Teachers are involved on the interview team. Each teacher new to the school (experienced or beginning) are assigned a "buddy" to mentor them and provide support along with the administration.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). Systems of support include a mentor teacher, staff development, observations, conferences, and written and oral feedback. School personnel are engaged in systematic mentoring and coaching that are consistent with the school's values and beliefs about teaching and learning. These programs set high expectations for all school personnel.

Administration is available as needed for further support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers meet in LTMs and teachers are provided opportunities to unpack the Florida standards and to plan and discuss reading and writing curriculum that aligns to the standards. Math and science teachers unpack the Florida standards and utilize Blender to plan lessons that align to the standards. This supports a deeper level of comprehension. The conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The scheduling committee meets every year to review the master schedule to ensure that instructional time is maximized and that every class has an uninterrupted 90 minute literacy block. Instruction is aligned to the Florida standards and assessments are closely aligned to the new standards, as well. Teachers meet regularly to make decisions about literacy instruction based on student data. A balanced literacy approach is utilized that includes whole group, small group, and differentiated instruction to ensure that all learners' needs are being met. If a student is not making progress, they are referred to School Based Team. At School Based Team, administration, guidance, and teachers look at data and the needs of the student to come up with and implement a research based intervention and progress monitoring tools to support struggling learners. iiii is implemented daily for all struggling readers and supplemental academic instruction is offered throughout the school day. Students are also enrolled in istation or Reading Plus and have the option of attending before or after school tutorial.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

After school enrichment clubs and academic remediation are available for the students, in addition to our After School Program. There are also clubs that meet on campus throughout the year that focus on academics, including math and science, and fitness.

Strategy Rationale

Afterschool programs provide an important educational and developmental setting for an increasing number of children and youth. These programs offer opportunities for students to learn, develop, explore, and have fun beyond the normal school day. They also provide a safe, educational place for students while their parents are working.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gibbs, Suzanne, sue.gibbs@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessment data is reviewed by administration and teachers.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we increase parental involvement with our lowest 25%, then student achievement will increase.
- G2.** If teachers incorporate research-based successful strategies into their practice, then student learning will increase in mathematics and reading.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If we increase parental involvement with our lowest 25%, then student achievement will increase. 1a

G070034

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	75.0

Resources Available to Support the Goal 2

- Parent Workshops Supporting the Educational Process
- Community Partnerships
-

Targeted Barriers to Achieving the Goal 3

- Communication

Plan to Monitor Progress Toward G1. 8

Attendance and sign in sheets

Person Responsible

Suzanne Gibbs

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Review of opportunities provided, sign in attendance and SEQ survey results.

G2. If teachers incorporate research-based successful strategies into their practice, then student learning will increase in mathematics and reading. 1a

G070035

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	82.0
Math Gains	65.0

Resources Available to Support the Goal 2

- Highly qualified classroom teachers, Fine Arts Staff
- Stipends for after school enrichment clubs
- Parent/Involvement/Parental Workshops/Family Activities
- Business Partnership recognition of student achievement
- Scholastic Literacy Series and Staff Development
- Reading Counts program and incentives, Literacy Incentives such as Battle of the Books, Brain Freeze, Cookie Parties
- Before and after school tutorial

Targeted Barriers to Achieving the Goal 3

- Time Constraints

Plan to Monitor Progress Toward G2. 8

During the LTM's, teachers will be analyzing data from diagnostics, Performance Matters, District Assessments (USA's and FSQ's), RRR, SRI, Reading Plus and istation. IObservation will be used to monitor the implementation of DQ 3 & 4.

Person Responsible

Suzanne Gibbs

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Evidence of increased mastery of the standards or intensify or change if a positive response is not noted.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If we increase parental involvement with our lowest 25%, then student achievement will increase. **1**

 G070034

G1.B1 Communication **2**

 B182268

G1.B1.S1 Provide opportunities for parental and family involvement in order to promote high academic standards within the home environment. **4**

 S193994

Strategy Rationale

If we provide opportunities for parents and teachers to communicate, then parents can provide additional support to our students at home.

Action Step 1 **5**

Provide opportunities for parental and family involvement in order to promote high academic standards within the home environment.

Person Responsible

Suzanne Gibbs

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Parental attendance to academic workshops, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Develop a schedule of events to promote school academic workshops and community involvement activities.

Person Responsible

Suzanne Gibbs

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Implementation of all planned events and/or opportunities.

Person Responsible

Suzanne Gibbs

Schedule

Quarterly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Successful attendance of family participation.

G2. If teachers incorporate research-based successful strategies into their practice, then student learning will increase in mathematics and reading. 1

G070035

G2.B1 Time Constraints 2

B182269

G2.B1.S1 Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Florida Standards implementation of literacy, review and analyze data, and monitoring of individual student data. 4

S193995

Strategy Rationale

If we provide teacher collaboration on strategies, assessments, unit planning, LLI, Florida Standards implementation of literacy, review and analyze data, and monitoring of individual student data, then students will increase their learning gains.

Action Step 1 5

Implement opportunities for teachers to collaborate on strategies, assessments, unit planning, Performance Matters Implementation, review and analysis of data, and monitoring of individual student data. Including inclusion teachers having supportive planning time with the teachers of varying exceptionalities.

Person Responsible

Suzanne Gibbs

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Attendance, LTM notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

We will develop a schedule of collaboration opportunities for classroom and varying exceptionalty teachers.

Person Responsible

Mitchell Hoffman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

LTM notes, schedules

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Implementation of the lesson plans and/or strategies developed at the Learning Team Meetings and Staff Development Workshops.

Person Responsible

Suzanne Gibbs

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Successful implementation of lesson plans, learning goals, anchor charts, scales, rubrics, and portfolios.

G2.B1.S2 Provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and effective teaching strategies with an emphasis on DQ3 & 4. 4

 S193996

Strategy Rationale

If we provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and effective teaching strategies with an emphasis on DQ3 & 4, students will increase their learning gains.

Action Step 1 5

Implement effective teaching strategies with an emphasis on Design Questions 3&4 and continue staff development to understand and fully implement the strategies.

Person Responsible

Suzanne Gibbs

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Sign in sheets, IObservation evaluation tool

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Written and verbal feedback from classroom observations and resources on how to implement effective teaching strategies.

Person Responsible

Suzanne Gibbs

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Completed IObservations, sign in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

IObservation scales, Performance Matters, student assessment data, student data tracking forms, student portfolios. Administration will monitor for an increase in implementation of strategies in DQ 3 & 4.

Person Responsible

Suzanne Gibbs

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Student data will show growth. Review of LTM notes noting discussion of implementation of strategies. IObservation reports will show an increase of use of strategies in DQ3 & 4.

G2.B1.S3 Provide common iii/remediation/enrichment across grade levels as well as an after school tutorial program in order to provide specific strategies based on student needs. 4

 S193997

Strategy Rationale

If we provide common iii/remediation/enrichment across grade levels and an after school tutorial in order to provide specific strategies based on student needs. Students will increase their learning gains.

Action Step 1 5

Master schedule reflects continuity among iii/remediation/enrichment times

Person Responsible

Mitchell Hoffman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

level of performance, student schedules

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Classroom visits, Progress monitoring forms

Person Responsible

Mitchell Hoffman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

student work samples, assessments, data chats

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Review student progress with a tracking form on a monthly basis.

Person Responsible

Mitchell Hoffman

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

student data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide opportunities for parental and family involvement in order to promote high academic standards within the home environment.	Gibbs, Suzanne	8/17/2015	Parental attendance to academic workshops, sign in sheets	6/2/2016 quarterly
G2.B1.S1.A1	Implement opportunities for teachers to collaborate on strategies, assessments, unit planning, Performance Matters Implementation, review and analysis of data, and monitoring of individual student data. Including inclusion teachers having supportive planning time with the teachers of varying exceptionalities.	Gibbs, Suzanne	8/17/2015	Attendance, LTM notes	6/2/2016 weekly
G2.B1.S2.A1	Implement effective teaching strategies with an emphasis on Design Questions 3&4 and continue staff development to understand and fully implement the strategies.	Gibbs, Suzanne	8/17/2015	Sign in sheets, IObservation evaluation tool	6/2/2016 monthly
G2.B1.S3.A1	Master schedule reflects continuity among iii/remediation/enrichment times	Hoffman, Mitchell	8/17/2015	level of performance, student schedules	6/2/2016 monthly
G1.MA1	Attendance and sign in sheets	Gibbs, Suzanne	8/17/2015	Review of opportunities provided, sign in attendance and SEQ survey results.	6/2/2016 quarterly
G1.B1.S1.MA1	Implementation of all planned events and/or opportunities.	Gibbs, Suzanne	8/17/2015	Successful attendance of family participation.	6/2/2016 quarterly
G1.B1.S1.MA1	Develop a schedule of events to promote school academic workshops and community involvement activities.	Gibbs, Suzanne	8/17/2015	schedule	6/2/2016 quarterly
G2.MA1	During the LTM's, teachers will be analyzing data from diagnostics, Performance Matters, District Assessments (USA's and FSQ's), RRR, SRI, Reading Plus and istation. IObservation will be used to monitor the implementation of DQ 3 & 4.	Gibbs, Suzanne	8/17/2015	Evidence of increased mastery of the standards or intensify or change if a positive response is not noted.	6/2/2016 biweekly
G2.B1.S1.MA1	Implementation of the lesson plans and/or strategies developed at the Learning	Gibbs, Suzanne	8/17/2015	Successful implementation of lesson plans, learning goals, anchor charts, scales, rubrics, and portfolios.	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Team Meetings and Staff Development Workshops.				
G2.B1.S1.MA1	We will develop a schedule of collaboration opportunities for classroom and varying exceptionality teachers.	Hoffman, Mitchell	8/17/2015	LTM notes, schedules	6/2/2016 monthly
G2.B1.S2.MA1	IObservation scales, Performance Matters, student assessment data, student data tracking forms, student portfolios. Administration will monitor for an increase in implementation of strategies in DQ 3 & 4.	Gibbs, Suzanne	8/17/2015	Student data will show growth. Review of LTM notes noting discussion of implementation of strategies. IObservation reports will show an increase of use of strategies in DQ3 & 4.	6/2/2016 monthly
G2.B1.S2.MA1	Written and verbal feedback from classroom observations and resources on how to implement effective teaching strategies.	Gibbs, Suzanne	8/17/2015	Completed IObservations, sign in sheets, agendas	6/2/2016 monthly
G2.B1.S3.MA1	Review student progress with a tracking form on a monthly basis.	Hoffman, Mitchell	8/17/2015	student data	6/2/2016 monthly
G2.B1.S3.MA1	Classroom visits, Progress monitoring forms	Hoffman, Mitchell	8/17/2015	student work samples, assessments,data chats	6/2/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G2. If teachers incorporate research-based successful strategies into their practice, then student learning will increase in mathematics and reading.

G2.B1 Time Constraints

G2.B1.S1 Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Florida Standards implementation of literacy, review and analyze data, and monitoring of individual student data.

PD Opportunity 1

Implement opportunities for teachers to collaborate on strategies, assessments, unit planning, Performance Matters Implementation, review and analysis of data, and monitoring of individual student data. Including inclusion teachers having supportive planning time with the teachers of varying exceptionalities.

Facilitator

PDC Team, Administrators

Participants

All Instructional Staff

Schedule

Weekly, from 8/17/2015 to 6/2/2016

G2.B1.S2 Provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and effective teaching strategies with an emphasis on DQ3 & 4.

PD Opportunity 1

Implement effective teaching strategies with an emphasis on Design Questions 3&4 and continue staff development to understand and fully implement the strategies.

Facilitator

PDC, Administrators

Participants

All Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide opportunities for parental and family involvement in order to promote high academic standards within the home environment.				\$0.00
2	G2.B1.S1.A1	Implement opportunities for teachers to collaborate on strategies, assessments, unit planning, Performance Matters Implementation, review and analysis of data, and monitoring of individual student data. Including inclusion teachers having supportive planning time with the teachers of varying exceptionalities.				\$0.00
3	G2.B1.S2.A1	Implement effective teaching strategies with an emphasis on Design Questions 3&4 and continue staff development to understand and fully implement the strategies.				\$0.00
4	G2.B1.S3.A1	Master schedule reflects continuity among iii/remediation/enrichment times				\$11,656.34
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3361	500-Materials and Supplies	2031 - Limestone Creek Elem. School	General Fund		\$3,440.49
			<i>Notes: Money will be used to help pay for remedial materials.</i>			
	3440	100-Salaries	2031 - Limestone Creek Elem. School	General Fund		\$1,541.00
			<i>Notes: K-12 Grant money will be used to pay staff to fund tutorial.</i>			
	5100	100-Salaries	2031 - Limestone Creek Elem. School	School Improvement Funds		\$6,674.85
			<i>Notes: Money will be used to pay staff to fund tutorial.</i>			
Total:						\$11,656.34