# Limestone Creek Elementary School



## 2017-18 Schoolwide Improvement Plan

# Limestone Creek Elementary School

## 6701 CHURCH ST, Jupiter, FL 33458

### https://lces.palmbeachschools.org

## School Demographics

| **School Type and Grades Served**<br>(per MSID File) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) |
|---|---|---|
| Elementary School<br>PK-5 | No | 24% |

| **Primary Service Type**<br>(per MSID File) | **Charter School** | **2018-19 Minority Rate**<br>(Reported as Non-white<br>on Survey 2) |
|---|---|---|
| K-12 General Education | No | 26% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | A | A | A* | A |

*\*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 11/8/2017.

## 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 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.

## Table of Contents

# 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

## DA Regions

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

## DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

## DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Limestone Creek Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southeast - [LaShawn Russ-Porterfield](#) | - N/A |

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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 and during fine arts.

**c. 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. The team integrates the Single School Culture throughout the behavior plan.

Ensure differentiation of instruction is taking place to meet the needs of all students.

School wide recognition system in place for common areas.

In alignment with AVID, students are given growth mindset badges to recognize students trying and not giving up.

**d. 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 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).

## 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**a. 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.

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

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 16 | 11 | 5 | 7 | 13 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 57 |
| One or more suspensions | 0 | 0 | 0 | 5 | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| Course failure in ELA or Math | 16 | 29 | 14 | 34 | 27 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 152 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 19 | 25 | 32 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 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 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 4 | 3 | 2 | 21 | 21 | 25 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 76 |

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

Evidence-based interventions are used to close student gaps related to earning 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.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**
No

*1. PFEP Link*
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

*2. 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
Fifth grade parent meeting to communicate information regarding Choice programs and transitioning to middle school
Parent Night at tutorial
Monthly Newsletter
Positive phone calls/notes home
Ice cream social

**2. 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.

## C. Effective Leadership

### 1. School Leadership Team

#### a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

| Name | Title |
|---|---|
| Lloyd, Maria | Principal |
| Tierney, Katherine | Teacher, K-12 |
| Loder, Sally | Teacher, K-12 |
| Briick, Susan | Teacher, K-12 |
| West, Mary | Teacher, K-12 |
| Eissey, Wendy | Teacher, ESE |
| Hoffman, Mitchell | Assistant Principal |
| Cyrek, Meghan | Teacher, K-12 |
| Hutson, Jennifer | Teacher, K-12 |
| Aurand, Jan | School Counselor |

#### b. Duties

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

The leadership team meets weekly 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.

The AVID site team meets with teachers at the beginning of each PLC to discuss and share AVID strategies. Teachers provide feedback to site team and this feedback is discussed at the site team meeting. Adjustments are made if needed.

*2. 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.*

Daily grade level PLCs 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. The School Based Team, which is comprised of administration, teachers, guidance, the ESE coordinator, and the school psychologist, meets on a weekly basis to monitor individual student progress of those students in the RtI 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 and AVID norms and expectations. 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, implementation of SwPBS, and AVID strategies.

## 2. School Advisory Council (SAC)

### a. Membership
Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|---|---|
| Maria Lloyd | Principal |
| Edna Runner | Business/Community |
| Maria Lloyd | Principal |
| Kristen Batlle | Teacher |
| Patti Hart | Teacher |
| Barbara Lichtman | Education Support Employee |
| Heather Sargant | Parent |
| Kyle Stone | Parent |
| Jan Aurand | Teacher |
| Sarah Christensen-Sharpe | Teacher |
| Denise Barrera | Parent |
| Laurie Brandon | Parent |
| Sue Borgland | Parent |
| Staci Burstein | Teacher |

### b. Duties

*1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes*
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

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

*b. 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.

*c. 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.

### 2. 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 FY18 tutorial.

Funds will be requested to support AVID training and materials used to support the implementation of the program.

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

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

## 3. Literacy Leadership Team (LLT)

### a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

| Name | Title |
|---|---|
| Lloyd, Maria | Principal |
| Tierney, Katherine | Teacher, K-12 |
| Loder, Sally | Teacher, K-12 |
| Briick, Susan | Teacher, K-12 |
| Eissey, Wendy | Teacher, ESE |
| West, Mary | Teacher, K-12 |
| Hoffman, Mitchell | Assistant Principal |
| Hutson, Jennifer | Teacher, K-12 |
| Cyrek, Meghan | Teacher, K-12 |

### b. Duties

### 1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction

Teachers participate in PLC Meetings where they meet to review data and build positive team relationships. Teachers follow the schedule put out by administration. Research-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.

### 2. 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.

### 3. 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.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.
• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.

• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards.

Teachers meet in PLCs 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.

## b. Instructional Strategies

*1. 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.*

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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. iii is implemented daily for all struggling readers and supplemental academic instruction is offered throughout the school day. Students are also enrolled in iReady and have the option of attending before or after school tutorial.

*2. 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
Lloyd, Maria, maria.lloyd@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.

## 2. Student Transition and Readiness

### a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

### 1. 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.

Kindergarten staggers start dates to provide a smaller environment for incoming students in an effort to ease in the transition.

Counselor meets with 5th grade parents regarding Choice programs at middle schools and has guidance lessons in classrooms on transitioning to middle school.

### b. College and Career Readiness

### 1. 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

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

N/A

*3. 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

*4. 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

# II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

*No files were uploaded*

### 2. 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.

## B. 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"Â? 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.

## C. Strategic Goals

# 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

## Strategic Goals Detail

*For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.*

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

🔑 G094904

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement - Grade 3 | 95.0 |
| FSA ELA Achievement - Grade 3 | 84.0 |

### Targeted Barriers to Achieving the Goal 3

- Productive collaborative planning sessions.
- Using data to adjust and plan for remediation instruction.
- Limited time for students to use technology during the instructional day.

### Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development Opportunities
- PLC Schedule
- Leadership
- Positive School Culture

### Plan to Monitor Progress Toward G1. 8

iReady, RRR, Performance Matters and observations.

**Person Responsible**
Maria Lloyd

**Schedule**
Daily, from 8/14/2017 to 6/2/2018

***Evidence of Completion***
student data reports

## 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 deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

🔑 G094904

**G1.B1** Productive collaborative planning sessions. 2

🔑 B255331

**G1.B1.S1** Provide teachers with scheduled uninterrupted PLC meetings. 4

🔑 S269819

### Strategy Rationale

This will allow teachers time to collaborate and work together as a team. It will also ensure that effective strategies will be planned to differentiate instruction and data will be reviewed to plan these strategies.

### Action Step 1 5

Provide teachers with scheduled uninterrupted PLC meetings.

#### Person Responsible

Maria Lloyd

#### Schedule

Daily, from 8/14/2017 to 6/2/2018

#### *Evidence of Completion*

Minutes from PLC meetings and increased mastery of standards.

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

Minutes from the meetings, administration input and observations

### Person Responsible

Maria Lloyd

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

collection of minutes, student data collection

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

Student data.

### Person Responsible

Maria Lloyd

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

iReady reports, PM reports, RRR and observations.

**G1.B2** Using data to adjust and plan for remediation instruction. [2]

🔑 B255332

**G1.B2.S1** Review data during PLC meetings to adjust instruction and groups. Review I-Ready data in order to effectively instruct students based on their needs. [4]

🔑 S269820

### Strategy Rationale

Help identify weaknesses and differentiate based on the needs of our students. Ensure students are mastering standards, and using differentiated instruct, which will allow all students to make gains.

**Action Step 1** [5]

Review student specific data from iReady, LLI, RRR and Performance Matters.

#### Person Responsible

Maria Lloyd

#### Schedule

Daily, from 8/14/2017 to 6/2/2018

#### *Evidence of Completion*

iReady, LLI, RRR and Performance Matters reports

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** [6]

Administration will be attending all PLC meetings.

#### Person Responsible

Maria Lloyd

#### Schedule

Daily, from 8/14/2017 to 6/1/2018

#### *Evidence of Completion*

iReady, LLI, RRR and Performance Matters.

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** `7`

Teachers evaluate data and adjust instruction and student groupings as needed.

### Person Responsible

Maria Lloyd

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

PLC minutes

**G1.B4** Limited time for students to use technology during the instructional day. `2`
🔑 B255334

**G1.B4.S1** Provide students with the opportunity to use technology during the reading block. `4`
🔑 S269821

### Strategy Rationale

Students will have additional time to use technology during the reading block. During reading, students will utilize the computer to access their i-ready lessons.

**Action Step 1** `5`

Students will use iReady during the reading block.

### Person Responsible

Maria Lloyd

### Schedule

Daily, from 8/14/2017 to 6/2/2018

### *Evidence of Completion*

Class observations and usage reports.

**Plan to Monitor Fidelity of Implementation of G1.B4.S1** `6`

Usage reports, schedules and observations

### Person Responsible

Maria Lloyd

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

data reports, classroom visits

**Plan to Monitor Effectiveness of Implementation of G1.B4.S1** `7`

Reviewing student progress through data collection.

### Person Responsible

Maria Lloyd

### Schedule

Daily, from 8/14/2017 to 6/1/2018

### *Evidence of Completion*

review student data at PLC's.

## IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| **2018** | | | | | |
| G1.B1.S1.MA1 M385365 | Student data. | Lloyd, Maria | 8/14/2017 | iReady reports, PM reports, RRR and observations. | 6/1/2018 daily |
| G1.B1.S1.MA1 M385366 | Minutes from the meetings, administration input and observations | Lloyd, Maria | 8/14/2017 | collection of minutes, student data collection | 6/1/2018 daily |
| G1.B2.S1.MA1 M385367 | Teachers evaluate data and adjust instruction and student groupings as needed. | Lloyd, Maria | 8/14/2017 | PLC minutes | 6/1/2018 daily |
| G1.B2.S1.MA1 M385368 | Administration will be attending all PLC meetings. | Lloyd, Maria | 8/14/2017 | iReady, LLI, RRR and Performance Matters. | 6/1/2018 daily |
| G1.B4.S1.MA1 M385369 | Reviewing student progress through data collection. | Lloyd, Maria | 8/14/2017 | review student data at PLC's. | 6/1/2018 daily |
| G1.B4.S1.MA1 M385370 | Usage reports, schedules and observations | Lloyd, Maria | 8/14/2017 | data reports, classroom visits | 6/1/2018 daily |
| G1.MA1 M385371 | iReady, RRR, Performance Matters and observations. | Lloyd, Maria | 8/14/2017 | student data reports | 6/2/2018 daily |
| G1.B1.S1.A1 A360682 | Provide teachers with scheduled uninterrupted PLC meetings. | Lloyd, Maria | 8/14/2017 | Minutes from PLC meetings and increased mastery of standards. | 6/2/2018 daily |
| G1.B2.S1.A1 A360683 | Review student specific data from iReady, LLI, RRR and Performance Matters. | Lloyd, Maria | 8/14/2017 | iReady, LLI, RRR and Performance Matters reports | 6/2/2018 daily |
| G1.B4.S1.A1 A360684 | Students will use iReady during the reading block. | Lloyd, Maria | 8/14/2017 | Class observations and usage reports. | 6/2/2018 daily |

## V. Professional Development Opportunities

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

**G1.B4** Limited time for students to use technology during the instructional day.

**G1.B4.S1** Provide students with the opportunity to use technology during the reading block.

### PD Opportunity 1

Students will use iReady during the reading block.

**Facilitator**

iReady

**Participants**

Teachers

**Schedule**

Daily, from 8/14/2017 to 6/2/2018

## VI. Technical Assistance Items

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

### VII. Budget

| | | | |
|---|---|---|---|
| 1 | G1.B1.S1.A1 | Provide teachers with scheduled uninterrupted PLC meetings. | $0.00 |
| 2 | G1.B2.S1.A1 | Review student specific data from iReady, LLI, RRR and Performance Matters. | $0.00 |
| 3 | G1.B4.S1.A1 | Students will use iReady during the reading block. | $0.00 |
| | | Total: | $0.00 |