

The School District of Palm Beach County

Limestone Creek Elementary School



2018-19 Schoolwide Improvement Plan

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Limestone Creek Elementary School

6701 CHURCH ST, Jupiter, FL 33458

<https://lces.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	25%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The 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 Leadership Team

Membership

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

Name	Title
Lloyd, Maria	Principal
Hoffman, Mitchell	Assistant Principal
Hutson, Jennifer	Teacher, K-12
Aurand, Jan	School Counselor

Duties

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

Administration: Observe classroom patterns and attend PLC meetings.

Teacher and Guidance Counselor: Attend and present at PLC meetings and analyze classroom observation patterns. Mentor new teachers, attend SAC meetings, AVID site team, and School-Based Team Leader.

Early Warning Systems

Year 2017-18

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	19	16	6	9	11	16	0	0	0	0	0	0	0	77
One or more suspensions	1	0	1	3	4	1	0	0	0	0	0	0	0	10
Course failure in ELA or Math	26	39	15	18	29	23	0	0	0	0	0	0	0	150
Level 1 on statewide assessment	0	0	0	14	18	22	0	0	0	0	0	0	0	54
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	12	6	3	10	18	18	0	0	0	0	0	0	0	67

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	3	0	0	0	0	0	0	0	0	0	3

Date this data was collected

Tuesday 8/21/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Learning gains for math and reading
 Lowest 25%
 Subgroups: African American, FRL

Which data component showed the greatest decline from prior year?

Math Learning Gains (-16%)

Which data component had the biggest gap when compared to the state average?

Math Learning Gains (-4%)

Which data component showed the most improvement? Is this a trend?

ELA (4%)

Describe the actions or changes that led to the improvement in this area.

differentiating instruction
 I-Ready
 Data analysis during PLC meetings
 After-school tutorial program

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	82%	57%	56%	75%	52%	52%
ELA Learning Gains	64%	61%	55%	55%	56%	52%
ELA Lowest 25th Percentile	48%	56%	48%	42%	51%	46%
Math Achievement	84%	65%	62%	82%	61%	58%
Math Learning Gains	55%	63%	59%	67%	61%	58%
Math Lowest 25th Percentile	50%	53%	47%	57%	51%	46%
Science Achievement	73%	56%	55%	75%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19 (16)	16 (11)	6 (5)	9 (7)	11 (13)	16 (5)	77 (57)
One or more suspensions	1 (0)	0 (0)	1 (0)	3 (5)	4 (3)	1 (4)	10 (12)
Course failure in ELA or Math	26 (16)	39 (29)	15 (14)	18 (34)	29 (27)	23 (32)	150 (152)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (19)	18 (25)	22 (32)	54 (76)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	86%	56%	30%	57%	29%
	2017	76%	54%	22%	58%	18%
Same Grade Comparison		10%				
Cohort Comparison						
04	2018	79%	58%	21%	56%	23%
	2017	84%	57%	27%	56%	28%
Same Grade Comparison		-5%				
Cohort Comparison		3%				
05	2018	80%	59%	21%	55%	25%
	2017	67%	52%	15%	53%	14%
Same Grade Comparison		13%				
Cohort Comparison		-4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	89%	63%	26%	62%	27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	85%	62%	23%	62%	23%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	83%	63%	20%	62%	21%
	2017	79%	64%	15%	64%	15%
Same Grade Comparison		4%				
Cohort Comparison		-2%				
05	2018	80%	66%	14%	61%	19%
	2017	78%	61%	17%	57%	21%
Same Grade Comparison		2%				
Cohort Comparison		1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	74%	56%	18%	55%	19%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	51	40	36	62	53	46	24				
ELL	54			54							
ASN	100	100		100	60						
BLK	34	45	38	53	45	46					
HSP	71	66	58	68	52	36	69				
MUL	68	50		68	25						
WHT	87	64	49	88	57	57	74				
FRL	57	51	37	60	40	42	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	35	41	36	46	46	38	32				
ELL	25	46	50	50	54	45					
ASN	95	50		95	83						
BLK	31	43	43	42	46	50	7				
HSP	60	59	40	71	66	38	61				
MUL	61	63		57	44		60				
WHT	86	73	67	91	77	57	85				
FRL	52	54	41	60	53	44	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	To ensure student achievement within math learning gains in alignment with the district's Strategic Plan and Long-Term Outcome of High School Readiness
Rationale	Students in grades 4 and 5 experienced a 16% drop in math learning gains from the previous year FSA scores.
Intended Outcome	Students in grades 4 and 5 will experience a 16% gain in math learning gains on this year's FSA scores.
Point Person	Maria Lloyd (maria.lloyd@palmbeachschools.org)
Action Step	
Description	In accordance with requirements by Florida Statute 1003.42(2), content will be differentiated to meet the needs of all learners with a focus on single school culture and an appreciation of multicultural diversity to include best practices for inclusive education. Instructional practices will be monitored frequently and teachers will be provided with immediate feedback to ensure student needs are being addressed Monitoring instructional practices with fidelity and providing immediate feedback District support from Math Resource Teacher
Person Responsible	Mitchell Hoffman (mitchell.hoffman@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Frequent data analysis Leadership meetings to review current data Professional development on data analysis and using it to guide instruction Frequent walk-throughs with immediate feedback Monitoring of effectiveness will be achieved through FSA, USA, FSQ, I-Ready, RRR, and diagnostics
Person Responsible	Maria Lloyd (maria.lloyd@palmbeachschools.org)

Activity #2	
Title	To ensure student achievement within ELA proficiency in alignment with the district's Strategic Plan and Long-Term Outcomes of High School Readiness and Third-Grade Proficiency
Rationale	When compared to cohort schools in grade 3-5, Limestone Creek is 4% below their proficiency rate.
Intended Outcome	Limestone Creek will achieve a minimum of 4% growth or equivalent to other cohort schools.
Point Person	Maria Lloyd (maria.lloyd@palmbeachschools.org)
Action Step	
Description	In accordance with requirements by Florida Statute 1003.42(2), content will be differentiated to meet the needs of all learners with a focus on single school culture and an appreciation of multicultural diversity to include best practices for inclusive education. Instructional practices will be monitored frequently and teachers will be provided with immediate feedback to ensure student needs are being addressed Monitoring instructional practices with fidelity and providing immediate feedback Focused group iii remediation Professional development on data analysis and using it to drive instruction
Person Responsible	Mitchell Hoffman (mitchell.hoffman@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Frequent classroom walk-throughs with immediate feedback Attending PLC Meetings Evidence of the use of data analysis Monitoring of effectiveness will be achieved through FSA, USA, FSQ, I-Ready, RRR, and diagnostics
Person Responsible	Maria Lloyd (maria.lloyd@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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).

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.

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.

Bi-weekly 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 SwPBS 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.

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

Part V: Budget	
Total:	\$1,954.00