Limestone Creek Elementary School

2019-20 Schoolwide Improvement Plan

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Limestone Creek Elementary School

6701 CHURCH ST, Jupiter, FL 33458

https://lces.palmbeachschools.org

Demographics

Principal: Maria Lloyd

Start Date for this Principal: 1/4/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (65%) 2016-17: A (68%) 2015-16: A (65%) 2014-15: A (79%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Lloyd, Maria	Principal	Principal will provide strategic direction based on the school district. Principal will assess and monitor teaching methods, monitor student achievement via EDW, Unify and iReady, encourage parent involvement through SAC and family nights, revise policies and procedures as needed, administer the budget to meet the needs of the school, hire and evaluate staff and oversee facilities.
Hoffman, Mitchell	Assistant Principal	Assistant Principal will provide strategic direction based on the principal. Assistant Principal will observe and monitor teaching methods, monitor student achievement via EDW, Unify and iReady, encourage parent involvement through SAC and family nights, review policies and procedures as needed, advise on the budget to meet the needs of the school, hire and evaluate staff along with principal and oversee facilities.
Hutson, Jennifer	Teacher, K-12	Teacher will follow the strategic vision of the school. Teacher will implement standardized curricula, use teaching methods to meet the needs of students, monitor individual student achievement, encourage parent involvement through classroom and school wide activities and follow policies and procedures.
Aurand, Jan	School Counselor	Counselor will follow the direction of the school. Counselor will use standardized curricula, monitor student achievement (individual, class and school wide), encourage parent involvement and be accessible to parents and follow policies and procedures.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	148	170	190	193	177	187	0	0	0	0	0	0	0	1065
Attendance below 90 percent	15	13	9	6	12	11	0	0	0	0	0	0	0	66
One or more suspensions	2	0	0	2	2	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	25	44	34	27	31	18	0	0	0	0	0	0	0	179
Level 1 on statewide assessment	0	0	0	14	16	25	0	0	0	0	0	0	0	55

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	6	4	4	14	18	15	0	0	0	0	0	0	0	61

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	7	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	2	0	0	0	0	0	0	0	0	0	0	2

FTE units allocated to school (total number of teacher units)
73

Date this data was collected or last updated
Friday 8/30/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	6	3	10	18	18	0	0	0	0	0	0	0	67

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	12	6	3	10	18	18	0	0	0	0	0	0	0	67

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	82%	58%	57%	78%	53%	55%
ELA Learning Gains	69%	63%	58%	67%	59%	57%
ELA Lowest 25th Percentile	57%	56%	53%	54%	55%	52%
Math Achievement	84%	68%	63%	83%	62%	61%
Math Learning Gains	68%	68%	62%	71%	62%	61%
Math Lowest 25th Percentile	55%	59%	51%	50%	53%	51%
Science Achievement	68%	51%	53%	72%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	148 (0)	170 (0)	190 (0)	193 (0)	177 (0)	187 (0)	1065 (0)
Attendance below 90 percent	15 (19)	13 (16)	9 (6)	6 (9)	12 (11)	11 (16)	66 (77)
One or more suspensions	2 (1)	0 (0)	0 (1)	2 (3)	2 (4)	2 (1)	8 (10)
Course failure in ELA or Math	25 (26)	44 (39)	34 (15)	27 (18)	31 (29)	18 (23)	179 (150)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (14)	16 (18)	25 (22)	55 (54)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	54%	30%	58%	26%
	2018	86%	56%	30%	57%	29%
Same Grade Comparison	-2%					
Cohort Comparison						
04	2019	83%	62%	21%	58%	25%
	2018	79%	58%	21%	56%	23%
Same Grade Comparison	4%					
Cohort Comparison	-3%					
05	2019	78%	59%	19%	56%	22%
	2018	80%	59%	21%	55%	25%
Same Grade Comparison	-2%					
Cohort Comparison	-1%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	88%	65%	23%	62%	26%
	2018	89%	63%	26%	62%	27%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2019	82%	67%	15%	64%	18%
	2018	83%	63%	20%	62%	21%
Same Grade Comparison	-1%					
Cohort Comparison	-7%					
05	2019	80%	65%	15%	60%	20%
	2018	80%	66%	14%	61%	19%
Same Grade Comparison	0%					
Cohort Comparison	-3%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	67%	51%	16%	53%	14%
	2018	74%	56%	18%	55%	19%
Same Grade Comparison	-7%					
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	63	52	50	66	56	50	55				
ELL	23	43	36	41	64						
ASN	100			100							
BLK	50	47	33	55	68	69					
HSP	62	50	36	64	62	57	72				
MUL	77	71		73	57						
WHT	87	73	67	89	68	51	71				
FRL	51	46	41	52	51	47	42				

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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	550
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	56
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	100
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	54
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

5th grade Science showed the lowest performance with 67% of students proficient. The new Stem-Scope curriculum, lack of staff development as well as inexperienced teachers contributed to the lower scores.

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

The lowest proficiency and greatest decline was in 5th grade Science. Contributing factors include new curriculum, staff development, and inexperienced staff.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Limestone Creek exceeded state averages in every scoring category. The smallest gap was 5th grade Science scores which were 14% higher than the state average.

Factors which contributed to a smaller increase than in previous years include new curriculum, staff development, and inexperienced staff.

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

The school saw significant improvements in the achievement rates of SWD subgroup. Key factors to the success were an increased focus on small group instruction, additional push-in support and homogeneous remediation groups.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

There were a high level of retentions (7) that occurred in 1st grade last school year. To help alleviate this issue we are increasing reading support to primary grades as well as seeking interventions sooner while students are in Kindergarten.

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

1. 5th grade Science (proficiency)
2. 3rd grade ELA (proficiency)
3. Retentions (1st grade)
4. ELL achievement in ELA
5. FRL achievement in ELA

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To ensure student achievement within 5th grade Science in alignment with the District's Strategic Plan and long-term outcome of high school readiness. Proficiency
Rationale	This area had the largest decline from the previous year

State the measurable outcome the school plans to achieve	The school dropped from 74% to 67%. Our goal this year is to achieve a 75% proficiency rate.
Person responsible for monitoring outcome	Maria Lloyd (maria.lloyd@palmbeachschools.org)
Evidence-based Strategy	5th grade teachers will be using the Grades 3-5 Elementary Science Toolkit, which has direct links to the CPALMS resources through the FLDOE. These lessons will supplement the science curriculum and be taught in a small group setting during iii time for students not receiving iii for reading instruction. Tutorial funds will be used for a Science Club before school. Curriculum will be standards-based and include all the Item Specs for 5th grade.
Rationale for Evidence-based Strategy	Students learn better in small groups using hands-on activities. These activities and lessons are provided by the FLDOE and will focus on skills and standards students need to learn as part of the 5th grade curriculum. Fifth grade teachers met to discuss possible plans of action and review resources, and the Elementary Science Toolkit was chosen as the best resource for this supplemental instruction.

Action Step	
Description	Elementary Science Toolkit Strategy Action Steps: 1.Identify students who need iii instruction for reading remediation. 2.Create list of students for students who will participate in science enrichment during iii time. 3.Identify Big Idea/Standards students need to focus on the most. 4. Gather resources and materials for lessons. Monitoring will occur through classroom walks & student data analysis.
Person Responsible	Maria Lloyd (maria.lloyd@palmbeachschools.org)

#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 3rd grade proficiency.
Rationale	When compared to previous years proficiency results, Limestone Creek dropped 2%.
State the measurable outcome the school plans to achieve	Limestone Creek will achieve at least a 2% growth in proficiency.
Person responsible for monitoring outcome	Maria Lloyd (maria.lloyd@palmbeachschools.org)
Evidence-based Strategy	Small group, differentiated instruction using the I-Ready Tools for Instruction and Leveled Literacy Intervention.
Rationale for Evidence-based Strategy	These are research-based strategies which are effective in small group instruction.
Action Step	
Description	1. Identify students 2. Establish skill-based groups 3. Use frequent formal and informal assessments to monitor 4. Adjust groups as needed based on specific skill being taught and student needs. Monitoring will occur through classroom walks & student data analysis.
Person Responsible	Maria Lloyd (maria.lloyd@palmbeachschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to:
The History of the Holocaust
The History of Black and African Americans
The Contributions of Latino and Hispanics
The Contributions of Women
The Sacrifices of Veterans and Medal of Honor recipients within US History.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, with school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, Holocaust speakers, art activities representing different cultures, music around the world, Hispanic Heritage activities, and our Media Center has many books related to cultures around the world. Our morning news highlights different cultures and greetings in different languages as well.

As an AVID and SEL school, there is a large focus on tolerance and acceptance of all people. Moring Meetings include lessons and activities on kindness, social skills instruction, and respect for self and others.

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 Schoolwide Improvement Plan 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.

SAC Meetings, Parent Curriculum Night, Middle School planning night, ESOL parent nights, and many PTO events such as the Daddy/Daughter dance, Mom/Son event, carnival, Ice Cream social, several dances, and many other opportunities are provided by the school to build rapport and relationships with the stakeholders. Community Partnerships with local businesses and the Edna Runner Tutorial Center also help create positive relationships with our stakeholders.

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.

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

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 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.

N/A

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

As an AVID school, there is a large focus on continued learning after high school. Scientist for a Day is one way we expose students to career and college awareness. Many classes also have parents come as guest speakers to discuss their careers. We also do a College Shirt Friday.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: To ensure student achievement within 5th grade Science in alignment with the District's Strategic Plan and long-term outcome of high school readiness. Proficiency				$3,730.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		2031 - Limestone Creek Elem. School	School Improvement Funds	2.0	$3,730.00
			Notes: School improvement funds will be utilized for a program or process towards student achievement as determined through SAC.			
2	III.A.	Areas of Focus: To ensure student achievement within ELA proficiency in alignment with the District's Strategic Plan and long-term outcomes of high school readiness and 3rd grade proficiency.				$0.00
					Total:	$3,730.00