

The School District of Palm Beach County

# Limestone Creek Elementary School



2020-21 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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	38%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (65%) 2016-17: A (68%) 2015-16: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	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](http://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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# Limestone Creek Elementary School

6701 CHURCH ST, Jupiter, FL 33458

<https://lces.palmbeachschools.org>

## School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	27%
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	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

## School Board Approval

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## SIP Authority

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<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, position title, and job duties/responsibilities 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.

### Demographic Information

**Principal start date**

Monday 1/4/2016, Maria Lloyd

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

**Total number of teacher positions allocated to the school**

77

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	No
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	38%
<b>2019-20 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (69%) 2017-18: A (65%) 2016-17: A (68%) 2015-16: A (65%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>



<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	23	14	14	11	17	13	0	0	0	0	0	0	0	92
One or more suspensions	1	2	0	3	1	0	0	0	0	0	0	0	0	7
Course failure in ELA	14	52	42	21	20	12	0	0	0	0	0	0	0	161
Course failure in Math	7	21	23	9	19	17	0	0	0	0	0	0	0	96
Level 1 on 2019 statewide ELA assessment	0	0	0	5	8	14	0	0	0	0	0	0	0	27
Level 1 on 2019 statewide Math assessment	0	0	0	10	14	14	0	0	0	0	0	0	0	38
FY20 ELA Winter Diag Level 1 & 2	0	0	38	34	32	0	0	0	0	0	0	0	0	104
FY20 Math Winter Diag Level 1 & 2	0	0	0	29	29	32	0	0	0	0	0	0	0	90

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	7	24	22	10	16	11	0	0	0	0	0	0	0	90

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	2	0	2	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/1/2020

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

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

## 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	
	(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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	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				

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
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
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

## 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.

Based on FY20 Diagnostic Data we are making progress towards our year-end goal of 74% proficiency. Expected proficiency (level 3 or higher) is up .6%, however, our goal is to increase by 7%. We will continue to teach the fair game benchmarks in STEM Fine Arts to 5th grader, STEM club before school will continue and in addition, 2 days a week iii will be science-based and during the reading block text will be science-based when appropriate.

Data results show Hispanic population is down 20%+, the team feels a lack of vocabulary knowledge is the cause. ESOL teacher is focused on small group vocab with visuals and using the glossary to assist students.

School has created a STEM committee to find ways to provide teachers with effective and relevant PD to better teach the standards to students.

#### **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.

Upon reviewing FY20 diagnostic data during PLC's, the team noticed the key issue was the lack of vocabulary knowledge by the students and that was a major cause of underperforming scores.

#### **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 that contributed to a smaller increase than in previous years include new curriculum, staff development, and inexperienced staff.

We will continue to teach the fair game benchmarks in STEM Fine Arts to 5th grader, STEM club before school will continue and in addition, 2 days a week iii will be science-based and during the reading block text will be science-based when appropriate.

Data results show Hispanic population is down 20%+, the team feels a lack of vocabulary knowledge is the cause. ESOL teacher is focused on small group vocab with visuals and using the glossary to assist students.

School has created a STEM committee to find ways to provide teachers with effective and relevant PD to better teach the standards to students.



**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?**

There were a high level of ELA Course failures in 1st and 2nd grades (33% in first, 25% in second). Support will focus on primary grades as well as seeking interventions sooner while students are in Kindergarten.

1. Increasing students learning in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates opportunities for people to develop skills that will help them provide for themselves and a better future.
2. Increasing students learning in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Our in-school, during the school day tutorial program ensured student participation and success. All teachers, including elective teachers collaborated to ensure program success. Schedules were adjusted to ensure tutorial days were honored and student participation was guaranteed. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. 5th grade Science (proficiency)

Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting aren't just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. Hands-on learning connects theory and practice while reinforcing practical applications. These are skills elementary students will hone, refine and add to as they continue their education and topics and methods become increasingly sophisticated. The curiosity and creativity they develop will help sustain attention, grit and perseverance to attend to problems and work out solutions.

2. 3rd grade ELA (proficiency)-3rd-grade class has been below grade level for the previous 3 years and school is aware of it. Students are and have been receiving intensive interventions to help get them on grade level. Interventions have come from reading resource teachers, VE teachers, Fine Arts teachers as well as any support staff available to help. Diagnostic results show a 5% drop from the previous year (85% drop to 80%). iReady growth from Window 1 to Window 2 has shown a 21%



increase in on grade-level performance. Diagnostic data has been analyzed and reviewed. Data shows that comprehension and informational text re areas fo weakness. iii groups have been adjusted to meet the individual needs of students. SAI groups have been adjusted as well. Small group instruction in class is focused on grade-level text. The Hispanic male population is down 18%, as a result, we have requested ESOL support from the north area which includes weekly classroom visits as well as PD after school.

3. ELL achievement in ELA

4. FRL achievement in ELA

For students in elementary school, literacy is key to lifelong learning and opportunities for success. Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction support and enrich each other. Students must be provided with experience in all these areas if they are to achieve success. Actively discussing what has been read encourages learners to make connections and think deeply about the ideas contained in texts. Teachers follow up the reading or viewing of a text with a discussion of what it made learners think and feel. Teachers encourage students to immerse themselves in reading frequently. This involves exposure to a variety of different genres, such as novels, graphic novels, magazines, fiction/nonfiction, and websites. If we focus on a positive impact to learning gains by ensuring standards based instruction and effective the use of research-based strategies and resources, we will ensure student learning and improved student achievement towards grade level success and ensure continuous improvement. Early identification of our Low 25% will allow for ample tracking and support to ensure their growth. Low 25% students will be connected with a reading endorsed/certified interventionist to ensure closing of the achievement gap.

There has been a focus on grade-level text in the classroom regardless of students' academic level to help expose them to proper text levels. There are also behavior concerns in some classrooms. Increased presence in those classrooms by admin, BHP and counselor will be used to reduce inappropriate behaviors. Implementation of SEL Morning Meetings has been introduced school-wide to help with climate and behavior. Lessons will be geared towards anxiety, test-taking strategies, and academic-focused activities when appropriate. Every morning meeting ends with a morning message that students have to find and correct grammar, spelling, punctuation errors.

## Part III: Planning for Improvement

### Areas of Focus:

**#1. Instructional Practice specifically relating to Science**

<b>Area of Focus</b>	To ensure student achievement within 5th grade Science in alignment with the District's Strategic Plan and long-term outcome of high school readiness. Science was identified as a need based on the 5th grade State Science Assessment proficiency scores.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	This area had the largest decline from the previous year and dropped from 74% to 67%. Our goal this year is to achieve a 75% proficiency rate.
<b>Person responsible for monitoring outcome:</b>	Maria Lloyd (maria.lloyd@palmbeachschools.org)
<b>Evidence-based Strategy:</b>	5th grade teachers will be using Stemsscopes and 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.
<b>Rationale for Evidence-based Strategy:</b>	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 Steps to Implement**

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 student data analysis.

**Person Responsible** Maria Lloyd (maria.lloyd@palmbeachschools.org)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus**  
**Description and Rationale:** 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. It was identified as a critical need based on grades 3-5 ELA proficiency scores

**Measurable Outcome:** When compared to previous years' proficiency results, Limestone Creek dropped 2%. 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. K-2 teachers will use Foundations, including the "double-dose" of Foundations in iii and small group instruction in addition to the student's reading blocks.

**Rationale for Evidence-based Strategy:** These are research-based strategies which are effective in small group instruction. I-Ready Tools for Instruction and Foundations are approved curriculum for whole-group and supplemental instruction. Students needing intensive interventions will be supported by two Reading Support positions using Wilson strategies or other approved resources for intensive instruction.

**Action Steps to Implement**

1. Identify students
2. Establish skill-based groups
3. Use frequent formal and informal assessments to monitor
4. Adjust groups as needed based on the specific skills being taught and student needs.

Monitoring will occur through classroom walks & student data analysis.

**Person Responsible** Maria Lloyd (maria.lloyd@palmbeachschools.org)

*No description entered*

**Person Responsible** [no one identified]

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**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 statute 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. Morning Meetings include lessons and activities on kindness, social skills instruction, and respect for self and others. Advancement Via Individual Determination's (AVID) mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to succeed in a rigorous curriculum, complete a rigorous college preparatory path, enter mainstream activities of the school, enroll in four-year colleges, and become educated and responsible participants and leaders in their communities and our society.**

**Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.**

**LCES continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/ climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.**

**Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.**

**The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

We monitor the progress of students on a continuous basis and update our Action Plans during Professional Learning Communities (PLC's) and other professional development opportunities. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and PBS programs.

Our teachers continue to learn about our students' cultural backgrounds through classroom meetings, SBT, counseling program, and mentoring opportunities for targeted students. Social Emotional Learning (SEL) program has been established in order to to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice / equity gaps.

Limestone Creek is an AVID and SEL school, so there is a school-wide focus on the social-emotional well-being of the students and staff. Morning meeting lessons are designed using the CASEL (Collaborative for Academic, Social, and Emotional Learning) framework. Our AVID program has a parent involvement/ community involvement component as well to encourage communication and collaboration.

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community ) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building ( classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program and School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Professional Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

**Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Science</b>				<b>\$3,730.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		2031 - Limestone Creek Elem. School	School Improvement Funds	2.0	\$3,730.00
			<i>Notes: School improvement funds will be utilized for a program or process towards student achievement as determined through SAC.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: ELA</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100		2031 - Limestone Creek Elem. School	School Improvement Funds	1.0	\$1,500.00
			<i>Notes: School improvement funds will be utilized for a program or process towards student achievement as determined through SAC.</i>			
<b>Total:</b>						<b>\$5,230.00</b>