Limestone Creek Elementary School

2021-22 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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2020-21 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%)
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	
* 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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https://lces.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	28%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	27%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

School Board Approval

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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	Position Title	Job Duties and Responsibilities
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.
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.
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.
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.

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

72

Total number of students enrolled at the school

976

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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	144	150	161	175	179	176	0	0	0	0	0	0	0	985
Attendance below 90 percent	0	10	14	10	10	7	0	0	0	0	0	0	0	51
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	11	15	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	5	6	39	48	39	0	0	0	0	0	0	0	137
FY21 ELA Winter Diag Level 1 & 2	0	0	0	39	48	39	0	0	0	0	0	0	0	126
FY21 Math Winter Diag Level 1 & 2	0	0	0	35	50	43	0	0	0	0	0	0	0	128

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	0	3	24	22	14	17	0	0	0	0	0	0	0	80

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	5	5	0	1	0	0	0	0	0	0	0	12
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

Friday 9/10/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				82%	58%	57%	82%	57%	56%
ELA Learning Gains				69%	63%	58%	64%	61%	55%
ELA Lowest 25th Percentile				57%	56%	53%	48%	56%	48%
Math Achievement				84%	68%	63%	84%	65%	62%
Math Learning Gains				68%	68%	62%	55%	63%	59%
Math Lowest 25th Percentile				55%	59%	51%	50%	53%	47%
Science Achievement				68%	51%	53%	73%	56%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	84%	54%	30%	58%	26%
Cohort Comparison						
04	2021					
	2019	83%	62%	21%	58%	25%
Cohort Comparison		-84%				
05	2021					
	2019	78%	59%	19%	56%	22%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	88%	65%	23%	62%	26%
Cohort Comparison						
04	2021					
	2019	82%	67%	15%	64%	18%
Cohort Comparison		-88%				
05	2021					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	67%	51%	16%	53%	14%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Progress monitoring allows teachers and administrators to track students' progress or growth across the school year. Teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems inefficient, the teacher can adjust instruction. Various reports will be used to monitor and support student learning. Assessments used to progress monitor students include I-Ready and Successmaker in K-2 for fall, winter, and spring and in grades 3-5 we used I-Ready, USAs, and Successmaker and the FCAT Science (5th).

I-Ready provides user-friendly dashboards and clear reports with data teachers use to guide instruction. Unit Standardized Assessments (USAs) give teachers data on how well the students have mastered the standard, monitors student learning, and provides ongoing feedback to adjust instruction.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37%	36%	61%
	Economically Disadvantaged	24%	17%	34%
	Students With Disabilities	20%	25%	40%
	English Language Learners	0%	0%	0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		94%	96%
	Economically Disadvantaged		86%	90%
	Students With Disabilities		88%	89%
	English Language Learners		75%	83%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	37%	59%
	Economically Disadvantaged	19%	16%	32%
	Students With Disabilities	22%	20%	33%
	English Language Learners	0%	14%	29%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students		89%	92%
	Economically Disadvantaged		77%	84%
	Students With Disabilities		79%	92%
	English Language Learners		63%	56%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		86%	86%
	Economically Disadvantaged		61%	63%
	Students With Disabilities		69%	70%
	English Language Learners		25%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		89%	83%
	Economically Disadvantaged		70%	58%
	Students With Disabilities		87%	75%
	English Language Learners		27%	27%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		85%	83%
	Economically Disadvantaged		66%	58%
	Students With Disabilities		68%	68%
	English Language Learners		25%	25%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	72%	72%	72%
	Economically Disadvantaged	43%	41%	40%
	Students With Disabilities	44%	42%	44%
	English Language Learners	17%	13%	11%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	100%	80%	85%
	Economically Disadvantaged		52%	50%
	Students With Disabilities		58%	63%
	English Language Learners		9%	18%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	88%	84%	88%
	Economically Disadvantaged	65%	54%	56%
	Students With Disabilities	68%	67%	65%
	English Language Learners	27%	15%	14%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students		93%	92%
	Economically Disadvantaged		72%	72%
	Students With Disabilities		76%	81%
	English Language Learners		33%	31%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	48	48	44	50	38	31	31				
ELL	24			19							
ASN	94			100							
BLK	31			21							
HSP	60	55	30	53	52	38	45				
MUL	82			94							
WHT	80	72	67	81	48	39	72				
FRL	47	47	37	43	32	25	33				
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						

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	476
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	97
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	47
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	88
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	66
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math - There was a 15% drop in 4th-grade math scores (82% to 67%). ESE went from 55% to 50% proficient (22 students) ELL subgroup had no students achieve a level 3.
ELA - There were only 9% proficient in ELL 5th & 5th grade SWD went from 57% to 25%
Science - 64% of the students were proficient in 2021, down from 67% in 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on the progress monitoring and state assessment data, the greatest need for improvement is in 4th grade math, with a focus on ELL students. The team feels the lack of vocabulary, basic math facts, and prior knowledge with our ELL population contributed to their low scores.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to the low 4th-grade math scores include teachers new to the grade level and the number of students, including ELL and ESE students, participating in virtual learning. ELL students often lack prior knowledge and vocabulary which also contributes to low scores in that subgroup.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area that showed growth this year was the overall ELA Learning gains (69% - 71%). This is attributed to small group, differentiated instruction, additional push-in support, and frequent monitoring. Although 3% is not a huge gain, this 3% growth occurred during a time when many students were attending virtually and teachers were instructing in a blended learning format.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement include small group, differentiated instruction, additional push-in reading support, and frequent monitoring. The utilization of Google Classroom, Google Meet, JamBoard, Breakout Rooms, and I-Ready helped integrate the classroom/home connection so that students could move from home to school without a disconnect in learning.

What strategies will need to be implemented in order to accelerate learning?

This year, we will continue to use technology platforms and also structure iii as we have in the past with students being grouped by skill deficit and frequent progress monitoring to ensure we are meeting their individual needs. PMPs will be followed with fidelity and progress monitoring will occur

bi-weekly. Student groups will be fluid and adjusted depending on skill improvement and intervention needs.

We will have morning tutoring for our ELL students in math. Teachers will also incorporate a math problem-solving component to the Morning Meeting to review a skill or concept. Teachers will use the data from the USA/FSQs to reteach and remediate as needed in small math groups after whole group instruction.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development will include district math support teachers modeling during class time and planning during PLC meetings. At math cadre meetings, the teacher who attends will come back and train the other team members. Our ELL teacher will work with teachers on strategies to increase student vocabulary and basic math skills. Teachers will also increase their knowledge of AVID strategies by attending Professional Development. This will focus on the levels of thinking and problem-solving skills.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our SAC and administration will monitor the implementation of strategies and periodically review data to ensure teachers are using the data to drive instruction. The administration will utilize a walk-through form with "look-fors" during learning walks and will attend PLC meetings. Team Leaders turn in agendas and minutes from PLC and grade-level meetings.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our 5th grade ELL and ESE subgroups in ELA were identified as priority needs. The ELL proficiency was only 9% and our SWD proficiency went from 57% in 2019 to 25% in 2021.
Measurable Outcome:	Limestone Creek SWD subgroup in 5th grade ELA will increase from 25% to 40%. Our 5th grade ELL students will increase from 9% proficiency to 20% proficiency on the Spring 2022 ELA FSA.
Monitoring:	This area of focus will be monitored using data platforms such as EDW and Performance Matters. Teachers will also do progress monitoring using district-approved tools such as FastBridge, Voyager, and LLI. Data discussions during PLC meetings and administrative walk-throughs will ensure teachers are providing appropriate interventions and support for students.
Person responsible for monitoring outcome:	Maria Lloyd (maria.lloyd@palmbeachschools.org)
Evidence-based Strategy:	Small group, differentiated instruction using Blender and District provided resources, Leveled Literacy Intervention, Voyager, and SPIRE programs. ELL students will utilize Imagine Learning as well. Progress monitoring will occur bi-weekly for all students receiving iii support.
Rationale for Evidence-based Strategy:	These are research-based strategies that are effective in small group instruction. Blender, Voyager, LLI, and SPIRE are state/district approved curricula for whole-group, supplemental, and/or intensive instruction. Students needing intensive interventions will be supported by two Reading Support positions using Wilson strategies, Voyager, SPIRE, Guided/Shared Reading, or other approved resources for intensive instruction.

Action Steps to Implement

1. Using the K-5 Reading handbook, Identify students based on the Decision Trees for each grade level using I-Ready, assessment data, Oral Reading Records (K-2), Reading Running Records, and observations
2. Establish skill-based groups based on skill deficit across grade levels. Support teachers, VE teachers, and ELL teacher will also support in reading groups
3. Use frequent formal and informal assessments to monitor
4. PLC meetings will offer teachers an opportunity to share data, monitor, and adjust groups as needed
5. Adjust groups as needed based on the specific skills being taught and student needs.
6. Students not responding to the interventions will receive additional support through the MTSS process and be referred to School-Baed Team for formal monitoring.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our Math FSA data over the last 2 years indicates that our 4th grade math scores dropped in proficiency from 82% in 2019 to 67% in 2021. Although some students participated in a blended learning option last year, our ELA proficiency scores increased while our math scores had a significant decrease in proficiency.
Measurable Outcome:	When compared to previous years' proficiency results, Limestone Creek experienced a significant drop in 4th grade math. Limestone Creek will increase from 67% in 2021 to 75% proficiency on the 2022 FSA Math Assessment.
Monitoring:	This area of focus will be monitored using data platforms such as EDW and Performance Matters. Data discussions during PLC meetings looking at and administrative walk-throughs will ensure teachers are providing appropriate interventions and support for students.
Person responsible for monitoring outcome:	Maria Lloyd (maria.lloyd@palmbeachschools.org)
Evidence-based Strategy:	Differentiated small group instruction is the key strategy teachers will use for this area of focus. Teachers will implement focused instruction based on standards utilizing the scope and sequence in Blender. Teachers will engage in standards-based instruction and use their PLC meetings to review their data from formative assessments such as USA/FSQ scores. These meetings will also include the VE teachers to ensure continuity and consistency of instruction. Before-school tutoring will occur in grades 2-5 for our ELL students. Students will focus on basic math skills and then progress to applying those skills within word problems identifying key words, operations, and other problem-solving strategies.
Rationale for Evidence-based Strategy:	Differentiated small group instruction is effective because teaching is focused on the specific skills students need to remediate. Ongoing observations and formative assessments of students enables teachers to support student learning. PLC meetings where teachers share data and collaborate will ensure accountability among the grade level. Teachers will use standards-based resources on Blender which also provide remediation resources for struggling students.

Action Steps to Implement

1. Identify students using FSA, USA/FSQ, and Successmaker data
2. Establish skill-based groupsbased on skill deficit and tutoring in the mornings for our ELL students.
3. Use frequent formal and informal assessments to monitor students
4. Evaluate data during PLC meetings
5. Adjust groups as needed based on the specific skills being taught and student needs.
6. Remediate using standards-based instruction on Blender
7. Utilize MTSS and SBT for students who are still falling more than 2 grade levels below and add additional support

Monitoring will occur through classroom walks & student data analysis.

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

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

A. Our school did not have any reported incidents on SafeSchoolsforAlex.org. Palm Beach County had 412 incidents in elementary schools. Based on our data in SIS during 20-21 school year, we had 5 referrals. These referrals were for disrespectful behavior. We had no theft and 1 weapon referral.

We integrate a Single School Culture on our campus by communicating our Universal Guidelines for Success to our parents and students. Teachers follow the SwPBS Matrix and set expectations for students. Our AVID and SEL programs teach tolerance and understanding of one another's thoughts, feelings, and behaviors. Our school counselor and Behavioral Health Professional work with individual students and small groups to work on conflict management and mediation. We have a partnership with an after-school program which serves 50 of our low SES and minority subgroups. Teachers and staff communicate frequently with this Center to support these students.

B.

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.

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. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid-friendly videos. 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 PBIS universal school guidelines and the matrix is evident through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, and Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year. Limestone Creek continues to maintain a Single School Culture of excellence and strives to improve the 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. Students participated in lessons on the following topics: Mental Health Awareness and Assistance, 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.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services, and resources that include food assistance, medical clinics, foreclosure prevention, and parenting info on developmental concerns and special needs.

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. 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.

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. Many of these events have had to be changed to virtual events due to COVID restrictions. 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, family, 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 programs, and mentoring opportunities for targeted students. Social-Emotional Learning (SEL) program has been established in order to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders include:

1. Principal/Assistant Principal - responsible for overseeing the culture and climate of the school and how it relates to all stakeholders. Promote collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Principals/Assistant Principals can positively influence their school culture with strategies that encourage collaboration.

2. SEL/AVID Team - oversees the implementation of SEL and AVID programs. Meets at least monthly to review data and goals.

3. SAC - monthly meetings with staff, parents, PTO, and community members to ensure we stay focused on the goals and involve stakeholders in all aspects of the school

4. Hospitality and Sunshine Clubs - focus on providing opportunities for staff to interact with one another and support each other.

5. PTO - supports students, families, and staff by hosting events, providing financial support, and recognizing staff throughout the year

6. Teachers - incorporate SwPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral, and academic outcomes for children and young people. to ensure all students have equitable and equal opportunities to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Section IV 1003.42 Mandatory Curriculum & Content:

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students immersed in rigorous tasks 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 Instruction applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust; the systematic, planned annihilation of European Jews and other groups by Nazi Germany. A watershed event in the history of humanity to teach in a manner that leads to an investigation of human behavior. An understanding of the ramifications of prejudice, racism, and stereotyping. An examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November, designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, which is widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution Standards prioritize listing women of accomplishment, which reflects the standards' overall tendency to celebrate individual leadership and achievement. Instructional materials shall include the contributions of women to society.

(d) Sacrifices of Veterans and the value of Medal of Honor recipients In order to encourage patriotism, the sacrifices that veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

These integrated concepts are introduced as stand-alone teaching points or into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		2031 - Limestone Creek Elem. School	School Improvement Funds	1.0	$1,000.00
			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: Instructional Practice: Math				$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100		2031 - Limestone Creek Elem. School	School Improvement Funds	2.0	$3,500.00
			Notes: School improvement funds will be utilized for a program or process towards student achievement as determined through SAC.			
					Total:	$4,500.00