Limestone Creek Elementary School

2022-23 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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	38%
2021-22 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	2021-22: A (64%) 2018-19: A (69%) 2017-18: A (65%)
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	ATSI
* 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.](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)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	38%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The School District of Palm Beach County is committed to providing a world-class education with excellence and equity to empower each student to reach his or her highest potential with the most effective staff to foster knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement.

The School District of Palm Beach County envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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.
Overfield, Kristine	SAC Member	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 2022 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.*

1

Number of teachers with a 2022 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.*

21

Total number of teacher positions allocated to the school

68

Total number of students enrolled at the school

944

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	157	157	170	183	182	184	0	0	0	0	0	0	0	1033
Attendance below 90 percent	0	33	26	22	26	34	0	0	0	0	0	0	0	141
One or more suspensions	0	0	2	5	1	3	0	0	0	0	0	0	0	11
Course failure in ELA	0	10	23	48	18	12	0	0	0	0	0	0	0	111
Course failure in Math	0	4	10	17	13	10	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	13	12	0	0	0	0	0	0	0	31
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	3	11	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	12	23	48	18	12	0	0	0	0	0	0	0	113

Using the table above, complete the table below with the number of students by current grade level who have 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	9	12	23	15	16	0	0	0	0	0	0	0	75

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Wednesday 9/7/2022

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	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	

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	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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	79%	59%	56%				82%	58%	57%
ELA Learning Gains	67%						69%	63%	58%
ELA Lowest 25th Percentile	52%						57%	56%	53%
Math Achievement	76%	53%	50%				84%	68%	63%
Math Learning Gains	65%						68%	68%	62%
Math Lowest 25th Percentile	46%						55%	59%	51%
Science Achievement	63%	59%	59%				68%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	84%	54%	30%	58%	26%
Cohort Comparison		0%				
04	2022					
	2019	83%	62%	21%	58%	25%
Cohort Comparison		-84%				
05	2022					
	2019	78%	59%	19%	56%	22%
Cohort Comparison		-83%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	88%	65%	23%	62%	26%
Cohort Comparison		0%				
04	2022					
	2019	82%	67%	15%	64%	18%
Cohort Comparison		-88%				
05	2022					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-82%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	67%	51%	16%	53%	14%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	56	53	48	54	50	57	27				
ELL	32	36	40	28	41	36					
ASN	85			85							
BLK	54	62	60	33	46	30					
HSP	56	50	28	57	40	26	53				
MUL	88	64		100	82						
WHT	85	71	59	81	69	56	64				
FRL	57	55	46	53	47	32	37				

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						
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	85
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	48
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	45

Hispanic Students	
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	84
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	69
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Science - 63% of 5th graders at Limestone Creek were proficient in 2022. This is a decrease from 68% in 2021 and 71% in 2019. Limestone Creek has seen a steady drop in proficiency in all subjects over the past few years. The science standards, curriculum and assessments have been the same over this time frame. Limestone Creek has a unique Marine Science STEM Program that is managed by a certified teacher that we are hoping will increase our scores in 5th grade. The challenge is that the STEM Program is on our Fine Arts Wheel so students rotate through every 7 days. We will purchasing a new science program called PENDA that we hope will engage students and fill in the learning gaps.

Learning gains in English Language Arts went down from 71% in 2021, 69% in 2019 to 67% in 2022. English Language Learners were 36% proficient and Students with Disabilities were 53% proficient in 2022. Overall learning gains has seen a steady drop since 2019. English Language Learners and

Students with Disabilities subgroups are significantly below proficiency percentages. We have purchased new resources to address our students in need of supplemental and intensive support.

On the 2022 English Language Arts Assessment, all 5th graders increased slightly from 79% to 80% in proficiency. Fourth graders increased proficiency from 75% to 78% and 3rd graders from 77% to 80% on the ELA 2022 FSA test.

What data components, based off progress monitoring and 2022 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 & 5th English Language Arts, with a focus on English Language Learners & Students with Disabilities. The team feels the lack of vocabulary, phonics, comprehension and prior knowledge with our English Language Learners & Students with Disabilities population contributed to their low scores. The implementation of the Benchmark reading system will be a valuable resource to help students and teachers.

Every year we identify students in need of supplemental and intensive support using the district's decision tree. A combination of iReady scores, PM1 (FAST & STAR), Oral Running Records, and teacher observations are used to target a specific skill that will be supported during our iii time. Our student groups are fluid based on student need. This year we are utilizing SPIRE for our students in need of intensive support and Voyager for our students in need of supplemental support.

We have unique challenges at Limestone Creek with the number of students in need of support but without title one funding. We purchase resources and materials through PTO fundraising. ESSER funds are extremely valuable to our school and we will begin our reading tutorial program shortly.

Our goal is to utilize all of our resources on approved reading intervention programs and provide the teachers with professional development and time to implement the interventions.

The details for student reading needs are captured on the PMP forms and parents are encouraged to support.

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 English Language Arts scores and Science scores include the number of English Language Learners and Students with Disabilities who are not reading or performing on grade level. English Language Learner students often lack prior knowledge and vocabulary which also contributes to low scores in that subgroup.

The implementation of the Benchmark reading system in grades 3-5 will be a valuable resource. Teachers will be provided with all of the required and approved resources to teach and meet the needs of specific students. Multiple data sources will be used to assess, monitor and track these students in intervention programs. USA's, iReady and FAST will be monitored at PLC's to see how this subgroup of students is doing throughout the school year. District diagnostic will be used to monitor in Science as well as assessments in Unify.

Based on the district's decision tree, PMPs will also be used for students in need of supplemental or intensive support. The PMPs will detail the intervention program and list the progress monitoring tool. This information will be used for students who are submitted to School Based Team. Parent conferences and notes are required to be submitted with the PMPs and the parents are involved in the support process. They are also invited to School Based Team meetings. Students rotate through different

teachers on each grade level based on the level of support needed. These students are also invited to join our tutorial programs before and after school.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our largest area of improvement (based on the 2022 FSA) was Math learning gains which increased a total of 16% from 49% in 2021 to 65% in 2022. In addition, learning gains in the lowest 25% in math also increased by 10% from 36% in 2021 to 46% in 2022. Another area that increased was the overall proficiency in ELA in grades 3, 4 and 5 (77% in 2021 to 79% in 2022). Our overall points increased by 16 from 432 to 438 and 2 percentage points from 62 to 64.

We attribute these gains to small group instruction, differentiated instruction, additional push-in support, and frequent monitoring. We used the decision tree to identify students early in the school year and then developed a focused plan for these students. Plans included parent conferences, morning and afternoon tutorials, School based team referrals, enrichment, and a iii plan.

We also have fantastic district support for math. Our resource teacher assigned to our school comes in and directly supports teachers in the classroom. She models number talks and helps teachers plan for focused small group instruction. Teachers also collaborated and discussed data at PLCs. Teachers participated in district cadre meetings and shared resources and information with each other. Our VE teachers collaborated with the homeroom teachers to provide direct small group instruction in the classroom.

We believe that by restructuring our PLC time this year to the morning and providing coverage, that teachers will continue to collaborate and strengthen their instruction and support.

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

Contributing factors to this improvement included small group, differentiated instruction, additional push-in 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.

In the past, Limestone Creek has been creative in providing 2 additional reading support positions. Although we were able to meet class size requirements, some individual classes were slightly higher. Teachers were completely supportive of the plan because they had help with support and progress monitoring. These additional teachers obtained their reading endorsement and provided daily support to multiple classrooms and grade levels. Unfortunately both positions have been cut due to a decrease in enrollment. We gained a .5 VE teacher last year but lost a full unit this year.

We used PLC and PDD days for teacher training and support with our math and reading programs. We required small group instruction and provided more individualized trainings and support for new teachers. Administration met regularly with teachers to review data and compared classes with each other. We utilized our math resource teacher to provide individualized teacher support in the classrooms. She also met with teachers on their planning period to create groups, rotations (enrichment or reteaching strategies if needed).

We do have a great concern for making improvements this year without the additional reading support positions. Additionally, we are challenged with new standards in reading and math.

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. The majority of students who are not responding to supplemental support will be referred to School Based Team. Administration is aware of the skills taught be each teacher so we are able to make adjustments to student groups if they are not responding to support.

We will have morning tutoring for our ELL students. These students work on Imagine Learning or iReady depending on their level. Teachers will use the data from the USA/FSQs to reteach and remediate as needed in small math groups after whole group instruction. Implementing the new Benchmark Reading System in grade 3-5 will help as well. Supplemental support in iii will be either Voyager or LLI in grades 3-5. Students will also participate in teachers' groups according to the skill demonstrating the most need of support.

There will be additional opportunities for students to participate in our ESSER Reading tutorial using the Reading Horizons curriculum. This will be a very purposeful and focused tutorial that includes frequent assessments and progress monitoring. The goal to accelerate learning is tailoring the curriculum to individual student need.

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 & English Language Art support teachers modeling during class time and planning during PLC meetings. District resource teachers are also scheduled to present on Professional Development Days and during teacher planning periods.

Using the district's training model for Professional Learning Communities, teachers develop the agenda based on the Benchmark Units. Teachers use the Backward Design components to plan out their unit, discuss best practices and instructional practices. Teachers also analyze and compare data using USAs, district diagnostics (PMs), iReady, and Oral Running Records. The PLC planning time is structured and focused. Teachers also use the time to discuss students who are not performing on grade level to discuss additional resources or develop plans for additional support.

Teachers who attend Math and English Language Arts cadre meetings will come back and train the other team members. Our ELL teacher will work with teachers on strategies to increase student vocabulary, phonics, comprehension, and basic math skills.

Limestone Creek is an AVID certified school and yearlong professional development occurs. The goal of AVID is to increase organizational knowledge and college-based learning strategies such as 2-3 column notes, One Pagers, and the Socratic Seminar. These strategies help develop critical thinking skills and improve organizational skills. Students also learn to collaborate and have opportunities to mentor younger students.

Teachers also receive ongoing training on the Smartboard, Google Classroom, Benchmark and iReady. Additional professional development supports Voyager, SPIRE, LLI, Sound Sensible and other supplemental programs.

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

Our School Advisory Council (SAC) committee will review the data presented every year and sustain our efforts through tutorials, professional development, and resources needed to sustain improvement. The

goals for the year including all of the data, strategies, and monitoring pieces are detailed in our School Improvement Plan and shared with all stakeholders.

Limestone Creek administrators will monitor the implementation of the BEST Standards, Benchmark curriculum, best practices and instructional strategies through regular Walkthroughs. During Learning Walks, administrators will utilize a walk-through form with "look-fors". This information includes the physical learning environment, grade level approved resources, standards posted, student work displayed, academic student talk, center and small group work.

Team Leaders assist in the sustainability and accountability piece by posting PLC agendas and recording the minutes to a common online folder. Administration is present at all PLCs to support the collaboration piece and help review data and assist with providing resources.

The most valuable resource for our school was carving out 2 reading support positions from the budget. Administration is hoping to earn those positions back (meaning the ability to trade them off). These teachers were providing interventions outside of the reading block and progress monitoring. They were a valuable part of the support team and assisted with School Based Team referrals. Non-title one schools are forced to develop or purchase expensive resources and provide intensive support without the staff or funding to do so. We are fortunate to have the use of ESSER funds but those are temporary funds.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our 4th & 5th grade ELL and ESE subgroups in ELA were identified as priority needs. The ELL Learning Gains was only 36% and our SWD Learning Gains was only 53%. Data was reviewed from 2019 to 2022 FSA then broken down into subgroups. Learning gains have always been a focus and concern at Limestone Creek since most students come in on grade level already so making improvements is difficult. Students receive ELL and ESE services already while in class, tutorial program will also be offered outside of school hours both on campus and in community organizations.
	Limestone Creek struggles with making a full years worth of growth overall. We believe the restructuring and timing of grade level Professional Learning Communities will allow for the time and data analysis for teachers to review and analyze data to see how students are progressing. After this data is reviewed, teachers will then adjust iii and small groups. This will also allow for teachers to come up with reteach tools for those who are struggling.
	Exceptional Student Educator teachers as well as English Language Learner teachers will attend these meetings as well and sue reteach and other tools to see what can benefit their subgroup of students. Homeroom teachers can use this data for their general education students and sometimes combine groups to meet the needs of the students. This planning amongst a variety of teacher allows for a variety of input to best meet the needs of students regardless of their disability.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Limestone Creek Students With Disabilities subgroup in 4th & 5th grade English Language Arts Learning Gains will increase from 53% to 58%. Our 4th & 5th grade English Language Learners students will increase from 36% to 40%. These results will be based on the 2023 FAST results. Data will be monitored from FAST, iReady and USA's given throughout the school year. 2023 Spring FAST will be used for final data piece. Winter FAST assessments will be reviewed to check for progress towards the end of the year goal. This data will be review at Professional Learning Community meetings.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored using data platforms such as EDW for the FAST assessments and Performance Matters for the USA's and FSQ's. Teachers will also do progress monitoring using district-approved tools such as FastBridge, Voyager, and LLI. Progress monitoring will be based on the districts decision tree and depend on where the student falls according to that. Data discussions during PLC meetings and administrative walk-throughs will ensure teachers are providing appropriate interventions and support for students. FAST, iReady and USA assessments will monitored throughout the year at PLC's as well. 2023 FAST will be the final data piece. Winter assessments will be reviewed to check for progress towards the year end goal.
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

Describe the evidence-based strategy being implemented for this Area of Focus.

receiving iii support. These tools will be used during iii time and be monitored at those times as well. If students are not making adequate progress they will then be referred to school based team for further action. Students can be moved form skills based group to skills based group based on their specific need. During Professional Learning Community meetings is when this will be reviewed and adjusted if needed.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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. The districts decision tree is used as a guide to see who requires an intervention and what intervention should be used. The team will then meet at School Based Team meetings to formalize the plan if adequate progress is not being made.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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-Based Team for formal monitoring.

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

#2. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 5th grade Science data over the last 2 years indicates that our scores dropped in proficiency from 68% in 2019 to 64% in 2021 and now 63% in 2022. Limestone Creek has seen a steady drop over the past few years with Science results. Proficiency numbers are below cohort schools. All of these results are based on NGSSS results. Knowing the same test will be given this school year, we plan to implement a new program into the classrooms to see if we can increase our proficiency numbers. The school is purchasing Penda. Penda puts cutting-edge pedagogy front and center, employing Webb's Depth of Knowledge (DOK) Levels to expand a student's skill set. Penda's rigorous activities have been shown to literally forge new neural pathways in the brain. The inquiry-based 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate) is also employed to help students build a foundation for knowledge and deepen their understanding through active participation. Penda uses Piaget's concept of scaffolding by allowing a student to access prior knowledge up front, which then motivates the student to complete the activity and move on through higher levels of cognitive complexity. Activities are not timed, allowing students to move at their own pace and without anxiety. Scaffolding also ensures that students with learning challenges and language barriers have the same opportunities for success. Our scaffolding system also speaks to Vygotsky's Zones of Proximal Development, offering students experiences and challenges that expand their emotional and intellectual reach to encourage new skill-building and growth. We will also utilize the STEM teacher to focus on fair game benchmarks with our 5th grade students during their fine art and iii time.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	When compared to previous years' proficiency results, Limestone Creek experienced a drop 3 years in a row in 5th Science. Limestone Creek will increase from 63% to 68% proficiency on the 2023 NGSSS Assessment that will be given in 2023. Winter diagnostic will be reviewed to monitor progress towards the year end goal. There have been three new 5th grade teachers on the team this school year. All three of these teachers taught 4th grade at Limestone Creek Elementary the previous year. Two of the teachers are rolling up with their class from the previous year. That provides them with an advantage since they know their students and learning styles already. Having new 4th grade teachers move to 5th also brings more knowledge of the fair game benchmarks which are 4th grade standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored using data platforms such as EDW and Performance Matters. Data discussions during Professional Learning Community meetings looking at and administrative walk-throughs will ensure teachers are providing appropriate interventions and support for students. The winter diagnostic will be reviewed at the PLC meeting to check for progress. Data will also be reviewed form the Penda learning system to see what areas are in need of additional support for struggling students. Penda employs Webb's Depth of Knowledge to expand students' skill sets and offer new challenges, literally creating new pathways in the brain. The fine arts STEM teacher will also be used for additional support with a focus on fair game benchmarks.
Person responsible	Maria Lloyd (maria.lloyd@palmbeachschools.org)

for monitoring outcome:	
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 Professional Learning Community 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.
	The school will be purchasing the Penda learning program. With PhET virtual simulations, students can see electrons moving through a circuit, test the impact of gravity on a planet, and see what happens when atoms get large and unstable. Students can make predictions based on a science concept they've learned and then test it with an interactive virtual simulation. PhET makes it possible for students to explore, visualize and test the impact of their actions.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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.
	The use of the Penda program which is a game based inquiry learning style will meet the needs of students who learn in a variety of ways. Penda's gamified, identity-based activities tap into both the emotional and intellectual functions of the brain to deepen students' grasp of science concepts. Penda presents students with choices, which is scientifically proven to make them more likely to complete tasks and remember content.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Identify students using FSA & USA/FSQ
2. Establish skill-based groups based on skill deficit
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 behind

Monitoring will occur through classroom walks & student data analysis.

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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.