

The School District of Palm Beach County

Limestone Creek Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Limestone Creek Elementary School

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<https://lces.palmbeachschools.org>

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Lloyd, Maria	Principal	Principal will provide strategic direction based on the school district. Principal will assess and monitor teaching methods, monitor student achievement via EDW, Unify and iReady, encourage parent involvement through SAC and family nights, revise policies and procedures as needed, administer the budget to meet the needs of the school, hire and evaluate staff and oversee facilities.
Hoffman, Mitchell	Assistant Principal	Assistant Principal will provide strategic direction based on the principal. Assistant Principal will observe and monitor teaching methods, monitor student achievement via EDW, Unify and iReady, encourage parent involvement through SAC and family nights, review policies and procedures as needed, advise on the budget to meet the needs of the school, hire and evaluate staff along with principal and oversee facilities.
Overfield, Kristine	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.
Cuttita, Alicia	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.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

All stakeholders are invited to participate in LCE's SAC. The leadership team presents the school's data from the prior year in order to develop goals for the current year. Ideas for spending SAC funds to support student achievement are also discussed. Stakeholder roles and how they will contribute to student achievement are also discussed. The budget, expectations of SAC members and voting requirements are explained. Diagnostic results, progress monitoring and other relevant student information is shared.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

An update on student progress will be discussed at each monthly SAC meeting. Current data (progress monitoring) will be presented and any additional plans or strategies will be discussed if progress is not being made. LCE subgroups who consistently need additional support are Students with Disabilities, English Language Learners and Black students. Stakeholders will have information and data to assist with the modification of the plan for student achievement.

We strategically plan for a variety of monitoring techniques:

- Review of Lesson Plans,
- Data Analysis,
- Classroom walks,
- Student attendance,
- Data Chats,
- Formal Observations,
- Professional Learning Communities attendance/participation,
- Formative/Summative Assessments and Technology.

The School Improvement Plan (SIP) is a living document that memorializes the continuous improvement work we do at our school. The SIP is updated throughout the year to ensure proper documentation of what we do. Continuous improvement at the forefront of what we do. We work collaboratively to review and analyze data. We make decisions based on the data to ensure all students receive the necessary support and accommodations during instruction. Our team works towards the following student achievement goals:

- Strategic visioning and planning
- Problem identification and root cause analysis
- Developing action steps towards improvement
- Creating and maintaining a culture of collaboration towards shared decision-making
- Supporting professional learning and improvement

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
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School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	28%
2022-23 Economically Disadvantaged (FRL) Rate	38%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	18	18	12	13	17	0	0	0	78
One or more suspensions	0	3	1	2	5	6	0	0	0	17
Course failure in English Language Arts (ELA)	19	51	43	36	22	17	0	0	0	188
Course failure in Math	13	27	24	28	22	22	0	0	0	136
Level 1 on statewide ELA assessment	0	0	0	4	12	24	0	0	0	40
Level 1 on statewide Math assessment	0	0	0	3	15	16	0	0	0	34
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	17	17	14	11	0	0	0	65

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	10	30	28	26	32	0	0	0	126

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	1	4	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	33	26	22	26	34	0	0	0	141
One or more suspensions	0	0	2	5	1	3	0	0	0	11
Course failure in ELA	0	10	23	48	18	12	0	0	0	111
Course failure in Math	0	4	10	17	13	10	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	6	13	12	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	0	3	11	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	23	48	18	12	0	0	0	113

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	12	23	15	16	0	0	0	75

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	3	6	0	1	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	33	26	22	26	34	0	0	0	141
One or more suspensions	0	0	2	5	1	3	0	0	0	11
Course failure in ELA	0	10	23	48	18	12	0	0	0	111
Course failure in Math	0	4	10	17	13	10	0	0	0	54
Level 1 on statewide ELA assessment	0	0	0	6	13	12	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	0	3	11	0	0	0	14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	12	23	48	18	12	0	0	0	113

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	9	12	23	15	16	0	0	0	75

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	0	3	6	0	1	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	72	53	53	79	59	56	77		
ELA Learning Gains				67			71		
ELA Lowest 25th Percentile				52			54		
Math Achievement*	77	57	59	76	53	50	77		
Math Learning Gains				65			49		
Math Lowest 25th Percentile				46			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	65	54	54	63	59	59	68		
Social Studies Achievement*					66	64			
Middle School Acceleration					54	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress	63	56	59	56			44		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	71
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	353
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	504
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	37	Yes	2	
AMI				
ASN				
BLK	31	Yes	1	1
HSP	53			
MUL	89			
PAC				
WHT	80			
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	38	Yes	1	
AMI				
ASN	85			
BLK	48			
HSP	45			
MUL	84			
PAC				
WHT	69			
FRL	48			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	72			77			65					63
SWD	46			54			34				4	
ELL	22			38			20				5	63
AMI												
ASN												
BLK	30			31							2	
HSP	50			53			41				5	61
MUL	83			94							2	
PAC												
WHT	80			84			73				4	
FRL	50			55			43				5	50

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	79	67	52	76	65	46	63					56
SWD	56	53	48	54	50	57	27					50
ELL	32	36	40	28	41	36						56
AMI												
ASN	85			85								
BLK	54	62	60	33	46	30						
HSP	56	50	28	57	40	26	53					53
MUL	88	64		100	82							
PAC												
WHT	85	71	59	81	69	56	64					
FRL	57	55	46	53	47	32	37					58

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	77	71	54	77	49	36	68					44
SWD	48	48	44	50	38	31	31					27
ELL	24			19								44

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	94			100								
BLK	31			21								
HSP	60	55	30	53	52	38	45					45
MUL	82			94								
PAC												
WHT	80	72	67	81	48	39	72					
FRL	47	47	37	43	32	25	33					44

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	78%	56%	22%	54%	24%
04	2023 - Spring	72%	58%	14%	58%	14%
03	2023 - Spring	75%	48%	27%	50%	25%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	100%	54%	46%	54%	46%
03	2023 - Spring	82%	57%	25%	59%	23%
04	2023 - Spring	76%	52%	24%	61%	15%
05	2023 - Spring	74%	56%	18%	55%	19%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	66%	51%	15%	51%	15%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science - 66% of 5th graders at Limestone Creek were proficient in 2023. This is an increase of 3% from 2022. Limestone Creek has seen a slow increase in proficiency in science this past year. 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 6 days. We will continue to use a newly purchased science program called PENDA that will engage students and fill in the learning gaps.

Fourth grade proficiency in English Language Arts went down from 81% in 2022, to 72% in 2023. English Language Learners were 28% proficient down from previous year at 36%. 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. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified subgroups; ELL and SWD students; who will receive strategic targeted support through various modes of instruction, including technology, small group, tutorials, data chats and student monitoring.

On the 2023 English Language Arts Assessment, all 5th graders decreased slightly from 79% to 78% in proficiency. Fourth graders decreased proficiency from 81% to 72% and 3rd graders from 78% to 75% on the ELA 2023 FAST PM3 test.

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

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. We continue to utilize SPIRE for our students in need of intensive support and Passport Voyager for our students in need of supplemental support. FastBridge will be used for progress monitoring for all intensive and supplemental students.

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 through Reading Deficiency letters and indicated on the PMP forms, parental support is encouraged.

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

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 continued 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 as well as reports from PENDA science data base 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 during iii (individual intensive instruction) 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.

Our focus is to increase student engagement through our AVID program so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. It is our hope that students take ownership and foster independence through their engagement in their daily lessons. This focus will be ongoing and PD provided during staff meetings and on professional development days.

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

The contributing factors to this improvement include:

1. Morning tutorials started in late August, early September, which was earlier than before. The materials used were streamlined and chosen to meet the needs of our students. Teacher participation in Tutorial was strong and it allowed teachers to close the learning gap in students who were performing below grade level.

2. Functional basic skills and school-based team individual student tracking was a success. Students were assigned the necessary interventions and matched up with appropriate interventionists. Monitoring each student closely and adjusting interventions as needed helped these students show growth and close the learning gaps. 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.

3. FSQ/USA schoolwide data tracking by subgroup helps staff see where students had gaps in their learning and what standards to reteach. Staff then planned differentiation during biweekly PLC meetings based on the data analysis of these assessments. 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.

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.

4. Data chats with students and teachers were initiated with fidelity which included using a new school wide tracking form for student data. This allowed leadership and staff to set goals for each classroom and discuss ways to push students toward growth and proficiency. They also helped teachers and students set individualized goals to close learning gaps. By doing this, each teacher and each student knew their goals and how to reach them.

Our largest area of improvement (based on the 2023 FAST) was Math proficiency in fourth grade which increased from 70% in 2022 to 76% in 2023. All other reporting categories showed minimal growth.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Contributing factors to this improvement included small group, differentiated instruction, additional push-in support, and frequent monitoring. The utilization of PENDA, Google Classroom, JamBoard, and I-Ready helped increase student achievement.

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 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.

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

1. ELL students will increase proficiency in fourth grade from 28% to 41% on the ELA FAST (PM3) in 2024. ELL students at Limestone Creek have historically struggled with proficiency. Dropping below 41% has made this category an ATSI group. Proficiency overall is a strength for students at Limestone Creek, however that is not the case with our ELL subgroup.
2. Fifth grade students will increase proficiency in ELA from 72% to 77% based on the FAST (PM3). Limestone Creek has been following this group since Kindergarten as they have continuously struggled academically. This group has a large concentration of ESE, ELL and students with 504's that receive accommodations and support.
3. Increase Science proficiency from 66% to 70% in fifth grade. Science scores have historically been low in comparison to reading proficiency. We purchased Penda, an online learning program last school year and saw a slight increase in proficiency. We have requested district support this year to hopefully continue that upward trend and get closer to reading proficiency.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 4th grade ELL subgroup in ELA was identified as a priority. The ELL Learning Gains was only 28%. Data was reviewed from 2021 to 2023 FSA/ FAST assessments then broken down into subgroups. Learning gains has 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 services already while in class, tutorial program will also be offered outside of school hours both on campus and in community organizations for example The West Jupiter Tutorial Center.

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 use 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.

If we focus on standards-based instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan; This area of focus aligns directly with our District Strategic Plan, Theme A-Goal 3, Academic Excellence & growth. An instructional priority is to ensure instructional practice will focus on supporting a teacher's ability to plan, implement, and assess high-quality, standards-based lessons that focus on instructional delivery practices requiring students to do the cognitive lift.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Our 4th grade English Language Learners students will increase from 28% to 45%. These results will be based on the 2024 FAST results. Data will be monitored from FAST, iReady, ACCESS and USA's given throughout the school year. 2024 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, ACCESS and USA assessments will monitored throughout the year at PLC's as well. 2024 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 Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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. These tools will be used during iii time, as well as morning and afternoon tutorial. 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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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)

By When: Monitored and reviewed at each PLC meeting and adjustments made each trimester or as needed.

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our 5th grade Science data over the last 2 years indicates that our scores are slowly increasing in proficiency from 63% in 2022 to 66% in 2023. 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 66% to 75% proficiency on the 2024 NGSSS Assessment that will be given in 2024. Winter diagnostic will be reviewed to monitor progress towards the year end goal. Due to the inability to fill a 5th grade teacher position the remaining classes were enlarged. Our current 5th grade team brings years of experience and bring knowledge of the fair game benchmarks.

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 from 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 for monitoring outcome:

Maria Lloyd (maria.lloyd@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:

Explain the rationale for selecting this specific 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.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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 NGSS & 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)

By When: Monitored and reviewed at each PLC meeting and adjustments made each trimester or as needed.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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.

In alignment with the District's Strategic Plan, we enhance a sense of belonging, safety, and acceptance for all students. Our instructional priority is to use trends in student data to identify needs in order to support positive behaviors.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Limestone Creek expects to see a reduction in student discipline referrals from 3% in 2023 to less than 1%. The universal guidelines and matrix developed through PBIS anticipates 100% participation by all students and staff.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

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.

Person responsible for monitoring outcome:

Maria Lloyd (maria.lloyd@palmbeachschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 participate 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.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This program specifically targets Youth Mental Health and Awareness.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 4 - Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

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. Teachers teach, model and review expected behaviors
2. Ensure all teachers are using SwPBS model matrix in each setting
3. Actively use ClassDojo and/or classroom economy to regularly monitor
4. Monitor and review school wide discipline data bi-weekly
5. 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)

By When: Monitored and reviewed at each faculty meeting and once SEQ results are provided and adjustments made as needed.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

Students identified as ELL/ ESOL are our focus based on our ESSA subgroup. School-wide iii support will allow students to be grouped based on deficient standards according to FAST assessment data, iReady, FSQ's, USA's, ORR, Unit Assessments and Writing tasks. The iii groups are reevaluated frequently and allow for students to be regrouped as mastery of standards are shown. Reading deficiency letters will be sent home with any student who exhibits a substantial deficiency. PLC's have been restructured allowing for 100% teacher and administration participation. PLC's are data driven and teacher led which allows for additional collaboration with the ESOL teacher who attends.

Funds will be used for before and afterschool tutorial which will be approved by and funded through SAC. Morning and afterschool tutorials will start in late August which will be held Monday through Friday for 30 minutes. During the students' time in tutorial teachers will begin their focus on phonics skills. Once mastered teachers will move on to reading comprehension. The instructional materials used will be standards based and chosen to meet the needs of the students. Teachers will focus on closing the learning gap in students who were performing below grade level.

A barrier to the goal may be student attendance. Additional support will be provided to ensure student attendance such as referrals to SBT, home visits and any resources that may eliminate this barrier. Another barrier may be the inability to recruit teachers for the before and afterschool tutorial programs.