Limestone Creek Elementary School

2014-15 School Improvement Plan

Limestone Creek Elementary School

6701 CHURCH ST, Jupiter, FL 33458

www.edline.net/pages/limestone_creek_es

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	No	29%

Alternative/ESE Center	Charter School	Minority
No	No	25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42 (2) and S.B. Policy 2.09 (8) (b), as applicable to appropriate grade levels, including but not limited to: History of Holocaust, History of Africans and African Americans, Hispanic Contributions, Women's Contributions, Sacrifices of Veterans.
Schedule and plan schoolwide multicultural projects
Identify and engage school community stakeholders in assessing the current state of the cultural awareness and student-teacher relationships (data based decision making). Identify on campus "relationship experts" to implement evidence-based strategies to develop cultural awareness, improve student-teacher relations, and close existing social justice/equity gaps.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Articulate, demonstrate, and teach the specific practices that reflect the application of our SwPBS Universal Guidelines.
Involve non-instructional staff in the process of modeling and teaching interpersonal expectations in non-academic settings
Classroom guidance/guidance groups

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Universal Guidelines and behavior matrix (lesson plans) are taught and reviewed throughout the year and after breaks from school to ensure students are aware of school expectations and make references to Universal Guidelines when providing students with positive feedback.
SwPBS team reviews classroom data to ensure students are engaged while in class and teachers maintain a minimum of 4:1 ratio of positive interactions to ensure students remain engaged during instructional time.

Ensure differentiation of instruction is taking place to meet the needs of all students.
School wide recognition system in place for common areas

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

School Based Team that meets to discuss students with barriers to academic and social successes
The school provides differentiated delivery of services to include core guidance, guidance groups (supplemental), and intensive supports (outside agency).

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

Meet the Teacher, Curriculum Night- ensure non-threatening methods of introducing parents to teachers and administrators
Welcome to LCE Breakfast for all new families
Kindergarten Round up
Technology Night to offer interactive tutorial with a variety of educational technology
Math night, writing night, reading night, science night
Parent Night at tutorial
Monthly Newsletter
Positive phone calls/notes home

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The purpose of a School and Community Partnership is to improve the educational outcomes of students.
By working together, schools, parents and families can increase their combined capacity to positively influence
student outcomes by building positive relationships among school, administration, parents, community, teachers and students. We have numerous business partners that support our mission and vision. Staff, parents, and community leaders attend SAC and work together to identify priorities and develop an action plan in a collaborative way by using data and current achievement trends to set priorities and by providing relevant, on-site professional development based on data and conversations among stakeholders, in a way that builds both educator-educator and educator-parent collaborations.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Gibbs, Suzanne	Principal
Mullen, Kelly	Assistant Principal
Tierney, Katherine	Teacher, K-12
Pelchen, Marta	Teacher, K-12
Roxann, Rickenbach	Teacher, K-12
Loder, Sally	Teacher, K-12
Reed, Beth	Teacher, K-12
Moodespaugh, Jennifer	Teacher, K-12
Briick, Susan	Teacher, K-12
West, Mary	Teacher, K-12
Eissey, Wendy	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The leadership team meets monthly to share information and review school improvement goals. We share any grade level data that affects school effectiveness. We are responsible for disseminating the shared information with our team.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Weekly LTMs are used to monitor the effectiveness of instruction where teams share strategies and evaluate data and update action plans to meet individual and whole school student needs. Gradechairs are participating in a book study to help coach and mentor teachers. The School Based Team, which is comprised of administration, teachers, guidance, and the school psychologist, meets on a weekly basis to monitor individual student progress of those students in the RtI process. Our school integrates Single School Culture by sharing our Universal Guidelines, following our Behavioral Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. Each classroom also has a classroom behavioral matrix. Our PRIDE Team meets monthly to review our data, review and update our plan. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS. The in-house news program is used to reinforce our behavioral expectations and monthly character pillars.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Kristen Battle	Teacher
Mae Dettman	Education Support Employee
Suzanne Gibbs	Principal
Cassandra Keller	Business/Community
Jill McDaniel	Teacher
Edna Runner	Business/Community
Sue Weaver	Teacher
Jennifer Johnson	Parent
Dawn Gabriel	Parent
Sarah Cushman	Parent
Cathy Sherlock	Parent
Christina Migoya	Business/Community
Tamara Goble	Business/Community
Susan Wood	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Administration shared last year's data and reviewed the current levels of performance for student achievement.

Development of this school improvement plan

The school improvement plan goals are reviewed monthly at SAC meetings. Parents and business leaders also contribute to the goals by reviewing data and contributing ideas and support on implementing strategies. All stakeholders are active participants to ensure, oversee, and support the implementation of the goals.

Preparation of the school's annual budget and plan

School improvement funds are for the purpose of enhancing school performance through development and implementation of the school improvement plan. Monies may be expended only on programs or projects selected by the School Advisory Council.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Funds were dispersed from the state late last school year. SAC determined that the money would be used to fund FY15 tutorial.
The money earned by energy reduction from last year (in our School Improvement account) was used for our tutoring program along with grant money and School Recognition money saved from prior years.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Gibbs, Suzanne	Principal
Mullen, Kelly	Assistant Principal
Tierney, Katherine	Teacher, K-12
Pelchen, Marta	Teacher, K-12
Roxann, Rickenbach	Teacher, K-12
Loder, Sally	Teacher, K-12
Moodespaugh, Jennifer	Teacher, K-12
Reed, Beth	Teacher, K-12
Briick, Susan	Teacher, K-12
Eissey, Wendy	Teacher, ESE
West, Mary	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. The team includes a literacy leader from each grade level and administrators. Initiatives are based on literacy-related data and needs assessments related to the school, including literacy achievement, motivation, and building a community of readers, both at school and home on the process. This is a continuous process throughout the entire school year. The team will focus on the effective use of the K-5 Literacy Assessment , utilizing the Continuum of Literacy to guide instruction and the implementation of the district literacy plan.There will be an additional focus on the implementation of the Florida Standards in all grade levels and how this affects the design of classroom assessments..

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participate in Learning Team Meetings where they meet and build positive team relationships. Teachers follow the schedule put out by administration. Researched based protocols are utilized to focus the meetings on students' academic needs and assessments. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Recruitment of highly qualified instructional personnel by means of office interviews for a variety of positions from within the district and outside. Candidates are screened to ensure they meet the requirements of the position. Teachers are involved on the interview team. Each teacher new to the

school (experienced or beginning) are assigned a "buddy" to mentor them and provide support along with the administration.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). Systems of support include a mentor teacher, staff development, observations, conferences, and written and oral feedback. School personnel are engaged in systematic mentoring and coaching that are consistent with the school's values and beliefs about teaching and learning. These programs set high expectations for all school personnel.
Administration is available as needed for further support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Teachers meet in LTMs and teachers are provided opportunities to unpack the Florida standards and to plan and discuss reading and writing curriculum that aligns to the standards. Math and science teachers unpack the Florida standards and utilize Learning Village to plan lessons that align to the standards. This supports a deeper level of comprehension. The conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The scheduling committee meets every year to review the master schedule to ensure that instructional time is maximized and that every class has an uninterrupted 90 minute literacy block. Instruction is aligned to the Florida standards and assessments are closely aligned to the new standards, as well. Teachers meet regularly to make decisions about literacy instruction based on student data. A balanced literacy approach is utilized that includes whole group, small group, and differentiated instruction to ensure that all learners' needs are being met. If a student is not making progress, they are referred to School Based Team. At School Based Team, administration, guidance, and teachers look at data and the needs of the student to come up with and implement a research based intervention and progress monitoring tools to support struggling learners. iii is implemented daily for all struggling readers and supplemental academic instruction is offered throughout the school day. Students are also enrolled in Lexia or Reading Plus and have the option of attending before or after school tutorial.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 1,800

After school enrichment clubs and academic remediation are available for the students, in addition to our After School Program. There are also clubs that meet on campus throughout the year that focus on academics, including math and science, and fitness.

Strategy Rationale

Afterschool programs provide an important educational and developmental setting for an increasing number of children and youth. These programs offer opportunities for students to learn, develop, explore, and have fun beyond the normal school day. They also provide a safe, educational place for students while their parents are working.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Gibbs, Suzanne, sue.gibbs@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Assessment data is reviewed by administration and teachers.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   In order to raise student achievement of the lowest 25%, 70% of parents will attend parental, informative events.

G2.   Increase the learning gains for the proficient and above level students on the Florida Standards Assessment (FSA) to 82% reading and 81% math.

G3.   Increase academic gains in the lowest 25% of our population on the Florida Standards Assessment (FSA) to 80% reading and 70% mathematics.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

Palm Beach - 2031 - Limestone Creek Elem. School - 2014-15 SIP

Limestone Creek Elementary School

G1. In order to raise student achievement of the lowest 25%, 70% of parents will attend parental, informative events. 1a

G040367

Targets Supported 1b

Indicator	Annual Target
Level 1 - All Grades	70.0

Resources Available to Support the Goal 2

- Parent Workshops Supporting the Educational Process
- Community Partnerships
-

Targeted Barriers to Achieving the Goal 3

- Communication

Plan to Monitor Progress Toward G1. 8

Attendance and sign in sheets

Person Responsible
Suzanne Gibbs

Schedule
Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion
Review of opportunities provided and sign in attendance.

Palm Beach - 2031 - Limestone Creek Elem. School - 2014-15 SIP

Limestone Creek Elementary School

G2. Increase the learning gains for the proficient and above level students on the Florida Standards Assessment (FSA) to 82% reading and 81% math. `1a`

Targets Supported `1b`

🔍 G040237

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	81.0
FSA - English Language Arts - Proficiency Rate	82.0

Resources Available to Support the Goal `2`

- Highly qualified classroom teachers, Fine Arts Staff

- Stipends for after school enrichment clubs

- Parent/Involvement/Parental Workshops/Family Activities

- Business Partnership recognition of student achievement

- Scholastic Literacy Series and Staff Development

- Reading Counts program and incentives, Literacy Incentives such as Battle of the Books, Brain Freeze, Cookie Parties

Targeted Barriers to Achieving the Goal `3`

- Time Constraints

Plan to Monitor Progress Toward G2. `8`

During the LTM's, teachers will be analyzing data from diagnostics, Performance Matters, Common Assessments, RRR, SRI, Reading Plus, and LEXIA. IObservation will be used to monitor the implementation of DQ 3 & 4.

Person Responsible

Suzanne Gibbs

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Evidence of increased mastery of the standards or intensify or change if a positive response is not noted.

Palm Beach - 2031 - Limestone Creek Elem. School - 2014-15 SIP

Limestone Creek Elementary School

G3. Increase academic gains in the lowest 25% of our population on the Florida Standards Assessment (FSA) to 80% reading and 70% mathematics. 1a

Targets Supported 1b

G037799

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	80.0
FSA - Mathematics - Proficiency Rate	70.0

Resources Available to Support the Goal 2

- SAI teacher, classroom teachers

- Reading Plus Riverdeep Continuum of Literacy Fasttrack Leveled Readers Literacy Leveled Intervention Kits Wilson Language System LEXIA Performance Matter Type To Learn

- Tutorial(Before & After school) West Jupiter Tutorial iii during the school day

Targeted Barriers to Achieving the Goal 3

- Resources-Financial Constraints and Lack of Personnel

Plan to Monitor Progress Toward G3. 8

Teachers and administration will review RRRs, Performance Matters and other assessments on a monthly basis to determine if progress toward a goal is satisfactory.

Person Responsible

Kelly Mullen

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Increased mastery of the standards or intensify or change if a positive response is not noted.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. In order to raise student achievement of the lowest 25%, 70% of parents will attend parental, informative events. 1

🔑 G040367

G1.B1 Communication 2

🔑 B097606

G1.B1.S1 Provide opportunities for parental and family involvement in order to promote high academic standards within the home environment. 4

🔑 S108984

Strategy Rationale

If we provide opportunities for parents and teachers to communicate, then parents can provide additional support to our students at home.

Action Step 1 5

Provide opportunities for parental and family involvement in order to promote high academic standards within the home environment.

Person Responsible

Suzanne Gibbs

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Parental attendance to academic workshops, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Develop a schedule of events to promote school academic workshops and community involvement activities.

Person Responsible

Suzanne Gibbs

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

schedule

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Implementation of all planned events and/or opportunities.

Person Responsible

Suzanne Gibbs

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Successful attendance of family participation.

Palm Beach - 2031 - Limestone Creek Elem. School - 2014-15 SIP

Limestone Creek Elementary School

G2. Increase the learning gains for the proficient and above level students on the Florida Standards Assessment (FSA) to 82% reading and 81% math. 1

G040237

G2.B1 Time Constraints 2

B097351

G2.B1.S1 Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Florida Standards implementation of mathematics and literacy, review and analyze data, and monitoring of individual student data. 4

S108665

Strategy Rationale

If we provide teacher collaboration on strategies, assessments and unit planning, Florida Standards implementation of mathematics and literacy, review and analyze data, and monitoring of individual student data, then students will increase their learning gains.

Action Step 1 5

Implement opportunities for teachers to collaborate on strategies, assessments, unit planning, Performance Matters Implementation, review and analysis of data, and monitoring of individual student data.

Person Responsible

Suzanne Gibbs

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Attendance, LTM notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

We will develop a schedule of collaboration opportunities fro classroom teachers.

Person Responsible

Kelly Mullen

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

LTM notes, schedules

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Implementation of the lesson plans and/or strategies developed at the Learning Team Meetings and Staff Development Workshops.

Person Responsible

Suzanne Gibbs

Schedule

Weekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Successful implementation of lesson plans, learning goals, anchor charts, scales, rubrics, and portfolios.

G2.B1.S2 Provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and Marzano teaching strategies with an emphasis on DQ3 & 4. `4`

🔧 S108714

Strategy Rationale

If we provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and Marzano teaching strategies with an emphasis on DQ3 & 4, students will increase their learning gains.

Action Step 1 `5`

Implement the Marzano Teaching Strategies with an emphasis on Design Questions 3&4 and continue staff development to understand and fully implement the strategies.

Person Responsible

Suzanne Gibbs

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Sign in sheets, IObservation evaluation tool

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Written and verbal feedback from classroom observations and resources on how to implement Marzano strategies effectively.

Person Responsible

Suzanne Gibbs

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Completed IObservations, sign in sheets, agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

IObservation scales, Performance Matters, student assessment data, student data tracking forms, student portfolios. Administration will monitor for an increase in implementation of strategies in DQ 3 & 4 of the Marzano instruments.

Person Responsible

Suzanne Gibbs

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student data will show growth. Review of LTM notes noting discussion of implementation of strategies. IObservation reports will show an increase of use of strategies in DQ3 & 4.

Palm Beach - 2031 - Limestone Creek Elem. School - 2014-15 SIP

Limestone Creek Elementary School

G3. Increase academic gains in the lowest 25% of our population on the Florida Standards Assessment (FSA) to 80% reading and 70% mathematics. `1`

<div align="right">🔍 G037799</div>

G3.B2 Resources-Financial Constraints and Lack of Personnel `2`

<div align="right">🔍 B090935</div>

G3.B2.S1 Implement a before and after school tutorial utilizing money from; School Recognition, aftercare budget and the K-12 Grant and current staff resources. `4`

<div align="right">🔍 S101724</div>

Strategy Rationale

If we implement an after school tutorial program for our lower 25%students, students will increase academic gains.

Action Step 1 `5`

Recruit teachers to implement a Before and After School Tutorial Program. Utilize K-12 grant funding, School Improvement money, School Recognition money, and After Care money to fund the program.

Person Responsible

Kelly Mullen

Schedule

Weekly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Attendance, schedule, parent permission, roster of tutorial teachers and students.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 `6`

A roster of Tutorial teachers will be prepared by the Assistant Principal.
Student Progress will be tracked and the schedule of student attendance in the tutorial program will be monitored.

Person Responsible

Kelly Mullen

Schedule

Weekly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Number of sessions, attendance

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 `7`

Data for the students in the tutorial programs will be reviewed to monitor effectiveness EDW reports, RRR, Riverdeep, Reading Plus, LEXIA, Diagnostics, SRI, Performance Matters, Common Assessments.

Person Responsible

Kelly Mullen

Schedule

Biweekly, from 11/3/2014 to 4/30/2015

Evidence of Completion

Review of data to determine if remediation is effective or needs to be adjusted to meet student needs and ensure student success.

G3.B2.S2 Targeted students will receive remediation during the school day via iii/SAI. `4`

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Strategy Rationale

If we target our lower 25% for remediation during the school day, those students will increase academic gains.

Action Step 1 `5`

Implement iii during the school day for students who are below grade level in reading utilizing literacy strategies which address student areas of weakness

Person Responsible

Suzanne Gibbs

Schedule

Daily, from 8/18/2014 to 6/4/2015

Evidence of Completion

Student Attendance, Student work samples

Plan to Monitor Fidelity of Implementation of G3.B2.S2 `6`

Monitor teachers' schedules and lesson plans for documentation of iii being implemented on a regular basis

Person Responsible

Suzanne Gibbs

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Lesson Plans, Inservice documentation of attendance, student work samples

Plan to Monitor Effectiveness of Implementation of G3.B2.S2 `7`

Review of Portfolios, Performance Matters assessments, common assessments, RRR to monitor academic growth

Person Responsible

Kelly Mullen

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Review of data to determine if remediation is effective or needs to be adjusted to meet student needs and ensure student success.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B2.S1.A1	Recruit teachers to implement a Before and After School Tutorial Program. Utilize K-12 grant funding, School Improvement money, School Recognition money, and After Care money to fund the program.	Mullen, Kelly	11/3/2014	Attendance, schedule, parent permission, roster of tutorial teachers and students.	4/30/2015 weekly
G3.B2.S2.A1	Implement iii during the school day for students who are below grade level in reading utilizing literacy strategies which address student areas of weakness	Gibbs, Suzanne	8/18/2014	Student Attendance, Student work samples	6/4/2015 daily
G2.B1.S1.A1	Implement opportunities for teachers to collaborate on strategies, assessments, unit planning, Performance Matters	Gibbs, Suzanne	8/18/2014	Attendance, LTM notes	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Implementation, review and analysis of data, and monitoring of individual student data.				
G2.B1.S2.A1	Implement the Marzano Teaching Strategies with an emphasis on Design Questions 3&4 and continue staff development to understand and fully implement the strategies.	Gibbs, Suzanne	8/18/2014	Sign in sheets, IObservation evaluation tool	6/4/2015 monthly
G1.B1.S1.A1	Provide opportunities for parental and family involvement in order to promote high academic standards within the home environment.	Gibbs, Suzanne	8/18/2014	Parental attendance to academic workshops, sign in sheets	6/4/2015 quarterly
G1.MA1	Attendance and sign in sheets	Gibbs, Suzanne	8/18/2014	Review of opportunities provided and sign in attendance.	6/4/2015 quarterly
G1.B1.S1.MA1	Implementation of all planned events and/or opportunities.	Gibbs, Suzanne	8/18/2014	Successful attendance of family participation.	6/4/2015 quarterly
G1.B1.S1.MA1	Develop a schedule of events to promote school academic workshops and community involvement activities.	Gibbs, Suzanne	8/18/2014	schedule	6/4/2015 quarterly
G2.MA1	During the LTM's, teachers will be analyzing data from diagnostics, Performance Matters, Common Assessments, RRR, SRI, Reading Plus, and LEXIA. IObservation will be used to monitor the implementation of DQ 3 & 4.	Gibbs, Suzanne	8/18/2014	Evidence of increased mastery of the standards or intensify or change if a positive response is not noted.	6/4/2015 biweekly
G2.B1.S1.MA1	Implementation of the lesson plans and/or strategies developed at the Learning Team Meetings and Staff Development Workshops.	Gibbs, Suzanne	8/18/2014	Successful implementation of lesson plans, learning goals, anchor charts, scales, rubrics, and portfolios.	6/4/2015 weekly
G2.B1.S1.MA1	We will develop a schedule of collaboration opportunities fro classroom teachers.	Mullen, Kelly	8/18/2014	LTM notes, schedules	6/4/2015 monthly
G2.B1.S2.MA1	IObservation scales, Performance Matters, student assessment data, student data tracking forms, student portfolios. Administration will monitor for an increase in implementation of strategies in DQ 3 & 4 of the Marzano instruments.	Gibbs, Suzanne	8/18/2014	Student data will show growth. Review of LTM notes noting discussion of implementation of strategies. IObservation reports will show an increase of use of strategies in DQ3 & 4.	6/4/2015 monthly
G2.B1.S2.MA1	Written and verbal feedback from classroom observations and resources on how to implement Marzano strategies effectively.	Gibbs, Suzanne	8/18/2014	Completed IObservations, sign in sheets, agendas	6/4/2015 monthly
G3.MA1	Teachers and administration will review RRRs, Performance Matters and other assessments on a monthly basis to determine if progress toward a goal is satisfactory.	Mullen, Kelly	8/18/2014	Increased mastery of the standards or intensify or change if a positive response is not noted.	6/4/2015 monthly
G3.B2.S1.MA1	Data for the students in the tutorial programs will be reviewed to monitor effectiveness EDW reports, RRR, Riverdeep, Reading Plus, LEXIA, Diagnostics, SRI, Performance Matters, Common Assessments.	Mullen, Kelly	11/3/2014	Review of data to determine if remediation is effective or needs to be adjusted to meet student needs and ensure student success.	4/30/2015 biweekly
G3.B2.S1.MA1	A roster of Tutorial teachers will be prepared by the Assistant Principal. Student Progress will be tracked and the schedule of student attendance in the tutorial program will be monitored.	Mullen, Kelly	11/3/2014	Number of sessions, attendance	4/30/2015 weekly
G3.B2.S2.MA1	Review of Portfolios, Performance Matters assessments, common	Mullen, Kelly	8/18/2014	Review of data to determine if remediation is effective or needs to be	6/4/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	assessments, RRR to monitor academic growth			adjusted to meet student needs and ensure student success.	
G3.B2.S2.MA1	Monitor teachers' schedules and lesson plans for documentation of iii being implemented on a regular basis	Gibbs, Suzanne	8/18/2014	Lesson Plans, Inservice documentation of attendance, student work samples	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. Increase the learning gains for the proficient and above level students on the Florida Standards Assessment (FSA) to 82% reading and 81% math.

G2.B1 Time Constraints

G2.B1.S1 Provide opportunities for teachers to collaborate on strategies, assessments, unit planning, Florida Standards implementation of mathematics and literacy, review and analyze data, and monitoring of individual student data.

PD Opportunity 1

Implement opportunities for teachers to collaborate on strategies, assessments, unit planning, Performance Matters Implementation, review and analysis of data, and monitoring of individual student data.

Facilitator

PDC Team, Administartors

Participants

All Instructional Staff

Schedule

Weekly, from 8/18/2014 to 6/4/2015

G2.B1.S2 Provide rigorous instruction in all academic and fine arts areas utilizing the depth of knowledge and Marzano teaching strategies with an emphasis on DQ3 & 4.

PD Opportunity 1

Implement the Marzano Teaching Strategies with an emphasis on Design Questions 3&4 and continue staff development to understand and fully implement the strategies.

Facilitator

PDC, Administrators

Participants

All Instructional Staff

Schedule

Monthly, from 8/18/2014 to 6/4/2015

Palm Beach - 2031 - Limestone Creek Elem. School - 2014-15 SIP

Limestone Creek Elementary School

Budget Rollup

Summary	
Description	**Total**
Goal 3: Increase academic gains in the lowest 25% of our population on the Florida Standards Assessment (FSA) to 80% reading and 70% mathematics.	7,030
Grand Total	**7,030**

Goal 3: Increase academic gains in the lowest 25% of our population on the Florida Standards Assessment (FSA) to 80% reading and 70% mathematics.		
Description	**Source**	**Total**
B2.S1.A1 - Notes	School Improvement Funds	4,710
B2.S1.A1 - Notes	Other	1,320
B2.S1.A1 - Notes	Other	1,000
Total Goal 3		**7,030**