

Lighthouse Elementary School

4750 DAKOTA DR, Jupiter, FL 33458

<https://ltes.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	No	18%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	0%

School Grades History

Year
Grade

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lighthouse Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Lighthouse Elementary School 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 the knowledge, skills, and ethics required for responsible citizenship and productive careers.

b. Provide the school's vision statement.

Lighthouse Elementary School envisions a dynamic collaborative multicultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

2. School Environment

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

Lighthouse infuses multicultural content into the lessons during group planning sessions. Multicultural literature is infused in the reading and writing. Additionally, the 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

Lighthouse Elementary will provide and demonstrate to faculty members simple strategies for gaining information about students' cultures; The multicultural committee will schedule and plan school wide multicultural projects; In addition, the school will embed cultural activities within curriculum and daily course work such as reading selections and writing prompts.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are collaborating in a student-centered environment. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential. The student-centered environment allows students to have voice and choice in their learning and demonstrate mastery in a variety of ways. All students are empowered and supported through high expectations to be college and career ready. Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Lighthouse Elementary implements a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental (data driven small group counseling) supports based on identified student need, and intensive (brief individual counseling, referral) supports students to school-based and community resources;

Adults across the campus will clarify their expectations for positive interpersonal interaction and create the structures and processes for reporting violations of bullying/harassment/dating violence/ civil rights policies;

There are many safety elements visible to the students at Lighthouse Elementary. Upon arrival to school, students are helped out of their vehicles or off the bus by staff members and volunteers. At the front doors, students are met by staff members who are on duty to monitor who enters the school building. It is explained to students and their parents that anyone wishing to visit the campus must sign in to the Volunteers in Public Schools (VIPS) system. Students are guided safely to class by teachers and/or Junior Volunteers. Activities such as breakfast and morning recess are strictly monitored by staff members to ensure safe play and safe cafeteria behavior. Throughout the day, safety routines are stressed. Students are encouraged to walk safely in line, to sit safely in their seats, and to keep hands, feet, and objects to themselves. Respect is also infused in classroom lessons and routines throughout the day. Teachers model and explain behaviors that show respect such as listening when others are talking, following directions, using kind words, paying genuine compliments, helping others, and noticing when others are trying their best. Teachers also encourage students to show respect to other classrooms by walking through the halls quietly. Routines and procedures are stressed during afternoon dismissal, where teachers carefully ensure that students will arrive at their after-school destinations safely. Teachers work together efficiently to group parent pick-up, bus, and aftercare students during the last moments of the school day. Buses are released once it is clear that all students have left their classrooms. Aftercare counselors and clubs check attendance to ensure all students are accounted for. Parent pick-up students are carefully monitored by teachers who release children only to individuals who are authorized to retrieve them.

c. 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.

A comprehensive "Single School Culture" is achieved at Lighthouse Elementary by utilizing a School-Wide Positive Behavior Support (SwPBS) system. The system includes several elements that aids in promoting positive behavior and minimizing negative behavior. A matrix of universal expectations has been implemented. Guided by the three over-arching expectations to "be safe, be respectful, and be responsible", the matrix provides detailed expectations on what student behavior should resemble throughout all settings of the school, including within the classroom. Staff is trained by the PBS team on the verbiage, behavioral expectations and incentives for positive behavior. The halls display the matrix of expectations as well as bulletin boards that remind the students how to obey the rules throughout the school. There are several different ways to reward students when they display positive behavior. Students who make choices that line up to positive character traits being taught are recognized during Guidance lessons and on the morning announcements. Students are "Caught Being Good" by mystery teachers on campus and recognized the moment the positive behavior is displayed. Classes who show behavioral expectations in the cafeteria are rewarded with the "bee-hiving" wand for the day. Interventions and corrective behavior are used in addition to consequences for misbehavior.

d. 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.

Lighthouse Elementary has a Check-in/Check-out with the school guidance counselor, Our Check and Connect is utilized with students in need of positive adult interactions and positive feedback throughout the school day.

The school has developed and implemented a comprehensive school counseling program (Student

Development Plan) with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation).

PATHS (Promoting Alternative Thinking Strategies) curriculum will be implemented to promote social and emotional learning and supports students with the following:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision making

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

N/A

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	16	14	15	0	0	0	0	0	0	0	0	0	0	45
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	10	19	20	0	0	0	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	2	3	0	0	0	0	0	0	0	0	0	0	6

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance is monitored by administration monthly to follow-up with frequent absences by students and educate parents on the importance of daily attendance.

Early intervention is used to support students not meeting grade level expectations: iii, Rtl, LLI, and Foundations. Weekly meetings of the school-based team review the progress of students that are not meeting grade level expectations to determine if extra intervention is needed. Reading Specialists review the reading running records (RRR) on a regular basis to provide suggestions to classroom teachers and support instruction in reading. iReady data, RRR data, and Diagnostic data are all used to identify students with academic difficulties and plan for early intervention.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Lighthouse Elementary will build positive relationships with families by:

Aligning new and existing community and parent partnerships.

Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.

During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators.

Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology.

Communicate classroom and school news to parents on a regular basis.

Offer family nights to encourage parents and extended family to attend school events, such as: STEM night, book fairs, computer information sessions, and multi-cultural night.

2. 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.

Lighthouse Elementary builds and sustains partnerships with the local community through involvement in the City Chamber of Commerce, attending functions, volunteering and engaging in PTO sponsored community fundraisers with local businesses. Additionally, the school has an Adopt a Class program and takes part in business/student recognition programs.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Hopkins, Julie	Principal
Frederick, Angela	Teacher, ESE
Tardonia, Sherri	Teacher, K-12
Torres, David	Assistant Principal
Reagan, Patti	Teacher, K-12
Kainec, Kathy	Teacher, ESE
Trivison, Tammy	

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RTI implementation, and communicates with parents regarding school-based RTI plans and activities.

Select General Education Teachers: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teacher: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as coteaching.

Resource Teacher: Develops, identifies and analyzes existing literature on scientifically based curriculum assessment and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring,

2. 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.

The school leadership team meets weekly to identify district and state mandates, analyze pertinent data and make recommendations for instruction, curriculum, additional support and resources to the school. The problem solving process is used during the meetings to identify potential barriers or needs and to create an action plan to address those needs. Currently the committee is working to support teaching to the rigor of the Florida State Standards, providing recommendations to support the Professional Learning Communities (PLC) work on standards-based instruction and implementing the district's strategic plan.. Additionally, discussions on differentiated instruction to meet the needs of all students and the support system (personnel and financial) needed to accomplish school-wide implementation is being addressed.

See above for each team member's role and responsibilities on the team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julie Hopkins	Principal
Patti Reagan	Teacher
Marie Delizia	Education Support Employee
John Hopkins	Business/Community
Melinda Bonard-Harstad	Parent
Allyson Maharaj	Parent
Carol Van de Water	Teacher
Christel Macintosh	Parent
Janice Long	Teacher
John Harstad	Business/Community
Sherri Tardonis	Teacher
Jennifer Sober	Parent
Emily Spilker	Parent
Annabell Manners	Parent
Erin LeBlanc	Parent
Jessica Bressmer	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Presentation of the school's data was provided to the School Advisory Council FY17. Discussion regarding the areas of strengths and weaknesses helped to identify target areas for the FY18 school year. Additionally, the district's strategic plan was reviewed and aligned with the long and short term goals for FY18.

b. Development of this school improvement plan

School Advisory Council members are presented with the schools data. It is analyzed and discussed among the group. Barriers and resources are brainstormed. Based on this discussion, goals and strategies are developed by the leadership team. The final draft of the School Improvement Plan is presented to the SAC and discussed for final feedback. The plan is then presented to the SAC for final approval.

c. Preparation of the school's annual budget and plan

The administration and leadership team at Lighthouse Elementary identifies and aligns personnel to support initiatives outlined in the School Improvement Plan. Funds dedicated to school improvement are allocated to areas that promote student achievement in reading, writing, and mathematics as outlined in the School Improvement Plan. Any requests for funding must come before the School Advisory Council and must directly align with the school improvement goals and the district's strategic plan.

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

No school improvement funds were used last year.

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

Yes

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

Currently, the number of school board employees out numbers parents on the SAC. At our next SAC meeting in October parents will be encouraged to become an active participant in the school's SAC. Current members will vote on new parents becoming members of the SAC at the upcoming meeting.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Simons, Allison	Teacher, K-12
Klug, Jennifer	Teacher, K-12
Marlow, Linda	Teacher, K-12
Wilson, Judy	Teacher, K-12
Hopkins, Julie	Principal
Kainec, Kathy	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The school literacy team is comprised of a reading specialist, a writing specialist, an SAI teacher, and the school principal. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and support literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The pillars of effective instruction focus on ensuring that all students are provided with instruction that will prepare them for post secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, students are empowered and supported through the teacher's high expectations. Teachers participate in collaborative planning and instruction to ensure all children are engaged in building, connecting, and applying knowledge in student-centered environment.

One way of encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLC). The master schedule has been designed to provide a 90 minute block of

time for teachers to meet for common planning. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration.

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

Lighthouse Elementary utilizes the following strategies to recruit, develop, and retain teachers:

Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures.

Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events

Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.

Establish and maintain relationships with colleges and officials in the field of education to promote the District.

Maintain regular contact with designated recruiter to improve talent acquisition effectiveness.

3. 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). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The Pillars for Effective Instruction ensure all students are immersed in rigorous tasks encompassing the full intent of the standards. Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous. A coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards keep all students engaged in learning.

Lighthouse Elementary creates ongoing opportunities during PLCs and professional development days for teachers to unpack the Florida Standards and to plan and discuss reading and writing

curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

b. Instructional Strategies

1. 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.

Using the Pillars of Effective Instruction to guide instructional programs and strategies keeps students engaged in purposeful, relevant, real-world activities to demonstrate their understanding of learning. Students have the opportunity to take ownership of their learning in a student-centered, personalized environment that allows for differentiating instruction to meet the needs of all students by:

- Providing instructional programming customized to individual students' strengths, needs, interest, and aspirations of each learner
- Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
- Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
- Creating a schedule with an uninterrupted 90 minute reading block
- Creating a schedule with an uninterrupted 30-45 minute writing block
- Providing iii instruction based on student needs
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
- Administering assessments which measure instructed standards
- Monitoring progress in classrooms and across grade levels
- Teachers planning, analyzing student data, and discussing best practices during PLCs
- Conducting data chats with students and teachers
- Creating units of study based on current data
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Students self-selecting texts based on RRR levels
- Students receiving push-in/pull out services for ESE/ELL
- Providing LLI (Leveled Literacy Intervention) instruction
- Providing Process and Strategy charts for reminders of teaching

2. 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: Extended School Day

Minutes added to school year: 10,800

Homework assistance program is provided by FL certified teachers for aftercare students. This program assists students with their homework by offering remediation of skills and tracking completion rates for teachers and parents. The teachers in the homework assistance program communicate with the classroom teachers on an ongoing basis to monitor progress.

Strategy Rationale

Students focus on reading, writing, and mathematics during homework assistance program in order to support classroom instruction.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Delizia, Marie, marie.delizia@palmbeachschools.org

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

Homework completion is monitored by Aftercare Director and feedback is provided to classroom teachers.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 professional collaborative learning communities (PLCs) that meet both informally and formally on a regular schedule. 90 minutes is dedicated to the PLCs for planning, data analysis, and discussions about teaching/learning. 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.

Registration information is distributed to all local Pre-K learning centers and a special Kindergarten Round-up is scheduled for all incoming Kindergarten students and parents.

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Lighthouse Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at

Lighthouse Elementary, we engage in the following kindergarten transition activities:

Distribution of a Summer Transition to Kindergarten Backpack with books, transition activities, and a parent guide for its enrolled VPK students (provided by the Dept. of Early Childhood Education)

Scheduling of a talk/meeting with preschool children's families

Distribution of a letter, flyer or informational brochure sent to families of preschool children

Holding open house for families of incoming kindergarten children

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1a

G094806

Targets Supported 1b

Indicator	Annual Target
Literacy Rate - Grade 2	98.0
Literacy Rate - Grade 1	96.0
Literacy Rate - Kindergarten	95.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not know the full intent of the Language Arts Florida Standards.
- Teachers need time to plan for rigorous, standards based lessons to differentiate instruction to meet the needs of all students.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Lucy Calkins Units of Study for Reading
- iReady Reading program
- Language Arts Florida Standards

Plan to Monitor Progress Toward G1. 8

Assessment data from iReady, reading running records, and district reading assessments.

Person Responsible

David Torres

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Teacher tracking forms for reading standards, plans implementing Marzano strategies and assessment data from iReady, Reading Running Records, and district reading assessments.

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. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade. 1

G094806

G1.B1 Teachers do not know the full intent of the Language Arts Florida Standards. 2

B254968

G1.B1.S1 Professional Learning Communities will be set up to meet 60-90 minutes 2-3 times per month to provide teachers time to collaborate and plan for rigorous instruction . 4

S269401

Strategy Rationale

Teachers will learn the full intent of the standards to plan effective, rigorous lessons in reading to improve reading achievement for all students.

Action Step 1 5

Time will be allotted for teachers to meet in Professional Learning Communities to analyze, plan, and collaborate about the Language Arts Florida Standards, data, teaching practices, and learning opportunities for all students. This action aligns with the Pillars of Effective Instruction in the areas of standards-based instruction, high expectations, engagement, and personalized learning.

Person Responsible

Julie Hopkins

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Sign-in Sheets, Agendas, Minutes from Meeting, Lesson Plans, Classroom Observations

Action Step 2 5

Time and training will be provided during professional development days to analyze and make connections between the Language Arts Florida Standards and teaching practices. This action aligns with the Pillars of Effective Instruction in the areas of standards-based instruction, high expectations, engagement, and personalized learning.

Person Responsible

Allison Simons

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

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

Sign-in logs, TDE's, and lesson plans will be reviewed and analyzed for frequency and participation. Classroom observations by administration and during instructional rounds.

Person Responsible

Julie Hopkins

Schedule

Monthly, from 8/30/2017 to 5/31/2018

Evidence of Completion

TDE's, sign-in sheets, observations in iObservation, and lesson plans

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

Evidence of appropriate standards being taught in classrooms through planning and direct observation.

Person Responsible

Julie Hopkins

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Standards-based teaching practices observed during classroom observations and within lesson plans.

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

Meet regularly with team leaders to discuss PLCs and provide support for unpacking the LAFS.

Person Responsible

Julie Hopkins

Schedule

Weekly, from 8/30/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, agendas, classroom observations, and lesson plans.

G1.B2 Teachers need time to plan for rigorous, standards based lessons to differentiate instruction to meet the needs of all students. 2

B254969

G1.B2.S1 Planning time will be provided during PLCs for teachers to share the Palm Beach model of instruction (based on Marzano's framework) to identify effective teaching strategies and plan for rigorous questions based on Marzano's taxonomy. This strategy aligns with all four of the Pillars of Effective Instruction/ 4

S269402

Strategy Rationale

Teachers need to time to discuss strategies effectiveness within lessons and share ideas for raising the rigor using Marzano strategies. Teachers need to have a growth-mindset and try new teaching practices.

Action Step 1 5

Planning time for teachers to share Marzano strategies, plan differentiation to meet all students' needs, and implement in reading lessons.

Person Responsible

David Torres

Schedule

Weekly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, lesson plans, agendas

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Planning time for sharing and implementation of Marzano strategies in lessons.

Person Responsible

David Torres

Schedule

Monthly, from 8/31/2017 to 5/31/2018

Evidence of Completion

Sign-in sheets, agendas, lesson plans, notes from observations and instructional rounds.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Observation of teachers implementing Marzano strategies during reading lessons and planning for differentiation in the classroom.

Person Responsible

David Torres

Schedule

Monthly, from 8/30/2017 to 5/31/2018

Evidence of Completion

Classroom walkthroughs and review of lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M384367	Assessment data from iReady, reading running records, and district reading assessments.	Torres, David	8/31/2017	Teacher tracking forms for reading standards, plans implementing Marzano strategies and assessment data from iReady, Reading Running Records, and district reading assessments.	5/31/2018 monthly
G1.B1.S1.MA1 M384362	Meet regularly with team leaders to discuss PLCs and provide support for unpacking the LAFS.	Hopkins, Julie	8/30/2017	Sign-in sheets, agendas, classroom observations, and lesson plans.	5/31/2018 weekly
G1.B1.S1.MA1 M384363	Sign-in logs, TDE's, and lesson plans will be reviewed and analyzed for frequency and...	Hopkins, Julie	8/30/2017	TDE's, sign-in sheets, observations in iObservation, and lesson plans	5/31/2018 monthly
G1.B1.S1.MA3 M384364	Evidence of appropriate standards being taught in classrooms through planning and direct...	Hopkins, Julie	8/31/2017	Standards-based teaching practices observed during classroom observations and within lesson plans.	5/31/2018 monthly
G1.B1.S1.A1 A359682	Time will be allotted for teachers to meet in Professional Learning Communities to analyze, plan,...	Hopkins, Julie	8/31/2017	Sign-in Sheets, Agendas, Minutes from Meeting, Lesson Plans, Classroom Observations	5/31/2018 monthly
G1.B1.S1.A2 A359683	Time and training will be provided during professional development days to analyze and make...	Simons, Allison	9/1/2017		5/31/2018 monthly
G1.B2.S1.MA1 M384365	Observation of teachers implementing Marzano strategies during reading lessons and planning for...	Torres, David	8/30/2017	Classroom walkthroughs and review of lesson plans	5/31/2018 monthly
G1.B2.S1.MA1 M384366	Planning time for sharing and implementation of Marzano strategies in lessons.	Torres, David	8/31/2017	Sign-in sheets, agendas, lesson plans, notes from observations and instructional rounds.	5/31/2018 monthly
G1.B2.S1.A1 A359684	Planning time for teachers to share Marzano strategies, plan differentiation to meet all students'...	Torres, David	8/31/2017	Sign-in sheets, lesson plans, agendas	5/31/2018 weekly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by 3rd grade.

G1.B1 Teachers do not know the full intent of the Language Arts Florida Standards.

G1.B1.S1 Professional Learning Communities will be set up to meet 60-90 minutes 2-3 times per month to provide teachers time to collaborate and plan for rigorous instruction .

PD Opportunity 1

Time will be allotted for teachers to meet in Professional Learning Communities to analyze, plan, and collaborate about the Language Arts Florida Standards, data, teaching practices, and learning opportunities for all students. This action aligns with the Pillars of Effective Instruction in the areas of standards-based instruction, high expectations, engagement, and personalized learning.

Facilitator

Teacher Leaders/Administration

Participants

All Teachers

Schedule

Monthly, from 8/31/2017 to 5/31/2018

PD Opportunity 2

Time and training will be provided during professional development days to analyze and make connections between the Language Arts Florida Standards and teaching practices. This action aligns with the Pillars of Effective Instruction in the areas of standards-based instruction, high expectations, engagement, and personalized learning.

Facilitator

District Reading support team member

Participants

All Teachers

Schedule

Monthly, from 9/1/2017 to 5/31/2018

G1.B2 Teachers need time to plan for rigorous, standards based lessons to differentiate instruction to meet the needs of all students.

G1.B2.S1 Planning time will be provided during PLCs for teachers to share the Palm Beach model of instruction (based on Marzano's framework) to identify effective teaching strategies and plan for rigorous questions based on Marzano's taxonomy. This strategy aligns with all four of the Pillars of Effective Instruction/

PD Opportunity 1

Planning time for teachers to share Marzano strategies, plan differentiation to meet all students' needs, and implement in reading lessons.

Facilitator

Team Leaders/Administration

Participants

Teachers

Schedule

Weekly, from 8/31/2017 to 5/31/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Time will be allotted for teachers to meet in Professional Learning Communities to analyze, plan, and collaborate about the Language Arts Florida Standards, data, teaching practices, and learning opportunities for all students. This action aligns with the Pillars of Effective Instruction in the areas of standards-based instruction, high expectations, engagement, and personalized learning.				\$8,074.21
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	590-Other Materials and Supplies	1931 - Lighthouse Elementary School	Other		\$3,176.20
			<i>Notes: Second Grade iReady student books and teacher manual.</i>			
	9800	590-Other Materials and Supplies	1931 - Lighthouse Elementary School	Other		\$4,898.01
			<i>Notes: Kindergarten and First Grade "Words Their Way" books.</i>			
2	G1.B1.S1.A2	Time and training will be provided during professional development days to analyze and make connections between the Language Arts Florida Standards and teaching practices. This action aligns with the Pillars of Effective Instruction in the areas of standards-based instruction, high expectations, engagement, and personalized learning.				\$3,136.13
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	9800	590-Other Materials and Supplies	1931 - Lighthouse Elementary School	Other		\$3,136.13
			<i>Notes: Support materials for teaching reading.</i>			
3	G1.B2.S1.A1	Planning time for teachers to share Marzano strategies, plan differentiation to meet all students' needs, and implement in reading lessons.				\$0.00
					Total:	\$11,210.34