Lighthouse Elementary School

2022-23 Schoolwide Improvement Plan

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Lighthouse Elementary School

4750 DAKOTA DR, Jupiter, FL 33458

https://ltes.palmbeachschools.org

Demographics

Principal: Nina Montez

Start Date for this Principal: 8/4/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-2
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	29%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: No Grade 2020-21: No Grade 2018-19: No Grade 2017-18: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-2

2021-22 Title I School

No

2021-22 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

29%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

26%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

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.

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.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Montez, Nina	Principal	School Leader develops standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, hires and evaluates staff and oversees facilities.
Torres, David	Assistant Principal	Supports School Leader: Helps develop standardized curricula, assesses teaching methods, monitors student achievement, encourages parent involvement, coordinates support for ESOL students and families, coordinates testing, orders and monitors textbooks, evaluates staff, and oversees facilities.
Frederick, Angela	Teacher, ESE	ESE Coordinator: Communicates with parents/teachers to support students with IEP/EPs. Collaborates with teachers to provide support for special education students, monitors student achievement and IEP goals/EP goals, discusses best practices with team members, and helps to identify students that need extra support.
Trivison, Tammy	Other	The School Leader: Communicates with parents/teachers to support students in the tiers with Response to Intervention specialized instruction. Collaborates with teachers to provide support for students that need extra reading intervention, monitors student achievement and RtI goals, discusses best practices with team members ,and helps to identify students that need extra support. Coordinates and keeps records of all progress of students in SBT and RtI. Coordinates meetings to monitor students with parents, teachers, and support staff.
Griffin, Nicole	School Counselor	PBS Coach and Character Education teacher. Assists SBT in developing behavior plans, School 504 contact, coordinates 504 meetings, communicates with parents/teachers/students re 504 plans. Supports migrant and homeless children, collaborates and coordinates student social/emotional heath support, as well as referrals for parents to community resources in conjunction with school Behavioral Health Professional.
Kainec, Kathy	Teacher, ESE	ESE Teacher K-2: Implements IEPs with fidelity, collaborates with teachers, monitors student achievement, discusses best practices with team members, and supports teachers with implementing IEPs in the classroom.
Klug, Jennifer	Teacher, K-12	Second Grade Teacher and Team Leader for 2nd Grade: Implements the school curriculum with fidelity, collaborates with team members and provides leadership, monitors student achievement, discusses best practices with team members, and identifies students that need extra support.
	SAC Member	

Name	Position Title	Job Duties and Responsibilities
Havener, Tara	Teacher, K-12	First Grade Teacher and Team Leader for Grade 1: Implements the school curriculum with fidelity, collaborates with team members and provides leadership, monitors student achievement, discusses best practices with team members, and identifies students that need extra support.
Lemoine, Cathy	Teacher, K-12	Kindergarten Grade Teacher and Team Leader for Kindergarten: Implements the school curriculum with fidelity, collaborates with team members and provides leadership, monitors student achievement, discusses best practices with team members, and identifies students that need extra support.

Demographic Information

Principal start date

Thursday 8/4/2022, Nina Montez

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

32

Total number of students enrolled at the school

592

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

0

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

1

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	173	188	192	0	0	0	0	0	0	0	0	0	0	553
Attendance below 90 percent	33	19	18	0	0	0	0	0	0	0	0	0	0	70
One or more suspensions	0	2	1	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	4	12	22	0	0	0	0	0	0	0	0	0	0	38
Course failure in Math	1	2	7	0	0	0	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	4	3	0	0	0	0	0	0	0	0	0	0	7

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	2	9	0	0	0	0	0	0	0	0	0	0	14

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

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

Date this data was collected or last updated

Wednesday 9/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	182	173	209	0	0	0	0	0	0	0	0	0	0	564
Attendance below 90 percent	0	9	6	0	0	0	0	0	0	0	0	0	0	15
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	4	25	0	0	0	0	0	0	0	0	0	0	29
Course failure in Math	0	0	6	0	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	182	173	209	0	0	0	0	0	0	0	0	0	0	564
Attendance below 90 percent	0	9	6	0	0	0	0	0	0	0	0	0	0	15
One or more suspensions	0	0	1	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	4	25	0	0	0	0	0	0	0	0	0	0	29
Course failure in Math	0	0	6	0	0	0	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	
FY21 Math Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		59%	56%					58%	57%
ELA Learning Gains								63%	58%
ELA Lowest 25th Percentile								56%	53%
Math Achievement		53%	50%					68%	63%
Math Learning Gains								68%	62%
Math Lowest 25th Percentile								59%	51%
Science Achievement		59%	59%					51%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				

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

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	58	67	55	66	75	74	52				
ELL	78	70	54	72	61	60	42				
ASN	88	89		94	89						
HSP	86	81	67	79	64	44	82				
MUL	94	82		88	73						
WHT	86	79	67	91	81	86	78				
FRL	78	78	63	81	75	74	71				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ELL											

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
FRL										
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ELL										

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	76
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	604
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	90
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	72
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	84
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	81
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	74
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

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

The beginning of the year diagnostic for iReady reading for grades Kindergarten through Gr 2 for the years 2022 and 2023 are comparable with regard to mid or above grade; early on grade level; one grade level below and two grade levels below in overall reading. The overall placement scores for SY 2022 were: 24% mid or above grade level; 21% early on grade level; 53% one grade level below and 5% two grade levels below in reading. The overall placement scores for SY 2023 were: 23% mid or above grade level; 21% early on grade level; 53% one grade level below and 3% two grade levels below in reading. In examining trends by grade level for 2021-22, in KG, the fall proficiency rate for ELA was 44%, and increased to 97% by the spring. In Gr 1, the fall proficiency rate for ELA was 37%, and by spring increased to 94%%. In Gr 2, the fall proficiency rate for ELA was 50%, and by spring increased to 84%. The 2021-22 mathematics proficiency rate also increased from fall to spring in KG from 54% to 88%, in Gr 1 from 74% to 90%, and in Gr 2 from 39% to 82%. A similar trend exists with the ELL subgroup demonstrating the most improvement in ELA from fall at 15% on grade level to 77% in the spring. ELA SWD also moved from 61% to 85% in SY22, fall to spring.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The iReady reading data from the final diagnostic assessment in 2022 identified two areas of weakness across all grade levels K-2, they were vocabulary and comprehension of informational text. KG-2 overall scored 15% and 13% as being one or more grade levels below, respectively.
A minimal number of students scored overall one year or more below grade level at the end of SY22 were as follows: KG- 3%, 1st- 7%, and 2nd- 16%. However, the iReady reading data from the first diagnostic assessment of the 2022 school year identified the same one common area of weakness across all grade levels K-2 which was Vocabulary in the following measures, showing one or more years below grade level at the end of SY 22: KG- 10%, 1st- 14% and 2nd- 21%. The greatest areas in need for improvement are vocabulary and comprehension of informational text overall for grades K-2.

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

SY 22 saw a return of school day norms of both fully enrolled classes, and small group instruction again, as safety restrictions were alleviated. Students not only returned fully to in-person classes last year, but could once again being targeted for individual instruction, or small group work, for face-to-face extra support. Many of our eldest students, merely 2nd graders, were still adjusting to their only experience of school life as having worked virtually at least a year and a half prior. Students therefore had significant academic deficiencies, but high needs with regard to demonstrating socialization skills, focus and stamina, and a readiness for schooling in regard to foundational skills and background knowledge.
Social skills and an increase in personal and emotional readiness for school will be one New Action, creating intentional focus of our SEL curriculum supports and school-wide norms for character education.
Other New Actions to address our needs for improvement include: Standards-based instruction will be a primary focus during instructional planning, PLCs, and during data chats.
Training will be scheduled for continued improvement in implementing the recently adopted reading series by Benchmark Advance which has explicit daily teaching of both phonics and vocabulary. The curriculum spirals so that teachers will continue to teach, review, and practice previously taught content including phonics and vocabulary. Teachers will contiue working in small groups to support reading,

writing, vocabulary development, and phonics. Teachers will continue to identify struggling students who need extra support in order to meet grade level expectations.

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

Based on progress monitoring, using iReady diagnostic data and comparing data from 2021 to 2022 to identify the domains supporting the reading process, there were two areas that continued to show no significant changes from one year to the next and would be considered strengths for our students: phonological awareness and high-frequency word knowledge. The overall placement for K-2 in phonological awareness on the final diagnostic in 2022 identified 95% of all students on grade level and 6% one level below grade level. In 2021, 93% of all K-2 students were on grade level when reading high frequency words and 7% were one level below grade level.
There was one additional area in literacy that demonstrated significant improvement from 2021 to 2022, which was Vocabulary, where students showed 44 points of growth from fall to spring, from 41% on grade level in the fall, to 85% on grade level by spring of 2022. Intentional and strategic planning is insisted upon in order to maintain achievement in these areas (phonological awareness, high frequency words and vocabulary) will support students as they build a foundation for the reading process.

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

Teachers continue to teach high frequency words during both reading and writing instruction. Word walls support students use of using high frequency words in both their writing and when making reading connections. High frequency words are introduced when reading aloud or during shared reading times. Students practice writing high frequency words on whiteboards and during their independent writing times. Teachers require students to know the words that have been practiced and are on the word wall when reading and writing. Words Their Way incorporates many of the high frequency words and helps students to identify similar patterns in other words. Students then learn to generate new words from known words. Phonological awareness is taught throughout the reading and writing block too. Teaching students rhyming and helping them notice words that start with the same sound, or blend sounds together to make words supports awareness of sounds in words. Kindergarten teachers used Fundations to help students learn sounds while connecting them to visuals and movement. First and Second Grade teachers used Words Their Way to help students understand word patterns and categorize words that had the same patterns/sounds in them. Creating anchor charts to support phonological awareness helps students practice coming up with new words that have the same sounds in them. Anchor charts are posted for students to refer back to when they need to remind themselves of a previous lesson to help with their reading or writing.

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

The following strategies will need to be implemented in order to accelerate learning: 1. Teachers will need to implement the new reading program "Benchmark Advance" with fidelity in order to build a strong reading foundation. 2. Daily small group reading instruction will need to take place to support all learners and differentiate instruction. 3. Students will need opportunities to participate in reader's theater to practice reading fluency. 4. Daily explicit phonics instruction will support students with reading and writing. 5. Teachers will need to model through reading aloud and writing instruction samples. 6. Students that are below grade level will need to be provided extra reading support using Leveled Literacy Instruction (LLI) materials. 7. Teachers will need to monitor and track students' progress using iReady reading, informal assessments, Benchmark assessments, and through observation. 8. Students that are struggling need to be referred to School Based Team if they do not make progress using LLI materials. 9. Students need daily opportunities to write and practice in their response notebooks. 10. Teachers will need to collaboratively plan and discuss the new reading materials during their professional learning community meetings. 11. Administrators will need to

continue to monitor classrooms for proper implementation of new reading series. 12. Administrators will need to monitor students that are not meeting grade level expectations in reading and ensuring all support services are available for them.

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

Professional development that will be provided to accelerate learning and support teaching include: 1. Professional Learning Community (PLC) meetings with grade level teams several times a month. During the PLC times, teachers will plan collaboratively and receive extra professional development from a district reading expert that focuses on Benchmark Advance components: building vocabulary; explicit phonics instruction; and applying foundational skills in reading and writing. 2. Professional Development Days focused on the new literacy materials and assessments incorporated within Benchmark Advance. Electronic assessments will be modeled and shown how to use for monitoring students' performance. 3. District has provided a specific Google Classroom for each grade level to allow teachers opportunities for additional professional development including watching videos and question/answer forums about the new Benchmark materials. 4. Monthly literacy professional development will be provided on-line for teachers to continue their "unpacking" of the new literacy standards and learn how they can measure students' performance using the new Benchmark literacy materials. 5. Teachers will have the opportunity to observe each other implementing different components of the new reading series and learn from one another during debriefings about the observations.

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

Professional development will be ongoing as teachers complete their first year of implementation during the 2022-2023 school year. Administrators will continue to provide coaching and opportunities to observe colleagues in action during learning walks. District personnel will continue to provide support and feedback to teachers to help them with implementing Benchmark Advance with fidelity. Teachers will remain focused on the new materials for literacy and will not be using outdated materials or any materials that are not on adoption currently. Professional Learning Community time will still be provided to all teachers to continue to meet with teams several times a month to plan, collaborate, and explore materials and/or assessments. The School Leadership Team will continue to meet regularly to discuss "next steps" for teaching/learning for continuous improvement. Team Leaders will continue to meet monthly to share concerns or pose questions regarding curriculum, professional development, and ways to support their grade level teams. Administrators will continue to monitor classrooms through both formal and informal observations to ensure Benchmark Advance is implemented with fidelity.
If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan. High quality early literacy instruction is crucial to reading on grade level.

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

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#1. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	If we focus on standards-based instruction to increase learning gains in school-wide ELA, then we will increase student achievement and ensure alignment to the District's Strategic Plan. High quality early literacy instruction is crucial to reading on grade level. Our goal is to improve the percentage of students that are on or above grade level at the end of the school year by 5% compared to the 2022 final diagnostic in iReady. Overall placement of students had 79% of all students meeting grade level ELA expectations, 12% of all students had met some of the grade level expectations, 8% were one grade level below and 1% were two grade levels below. By increasing the number of students on or above grade level to 85%, the number of students not quite meeting all benchmarks or below grade level at the end of the school year will decrease. Having 38 course failures at the end of 2022 in ELA indicates our focus needs to remain on standards based instruction to ensure success in early reading literacy benchmarks in all grade levels. By continuing our work with early intervention, students that are not keeping up with their peers on ELA standards and need extra support will be identified early on and referred to the School-based team. The team will help teachers by providing coaching and assistance with research based materials to use to help close learning gaps for these students. Extra intervention will continue until students have closed learning gaps and are working on grade level standards. Our current placement data for the 2021-2022 school year has 23% of students on or above grade level; 21% early on grade level; 53% one grade level below and 3% two grade levels below in reading.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By the end of the 2022-2023 school year, we will increase the overall percentage of students at or above grade level in ELA by 5% bringing us up to 84%. Additionally, we will lower the percentage of students that are one or two grade levels below on ELA (iReady) by 5% reducing our percentage to 7% from 12%. Students that are identified as Hispanic had a success rate of 75% of students meeting ELA proficiency at the end of the 2020-2021 school year and Students with Disabilities had a success rate of 78% of students meeting ELA proficiency by year end. We will focus on increasing the percentage of students in both of these subgroups by at least 5% in ELA.

Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring will be accomplished through regular review of lesson plans; data analysis; classroom walks; student work samples; data chats; formal observations; Professional learning communities (PLC); and all student assessments. Team leaders will be reporting out on PLCs regularly and meeting with administration. School-based team meetings (SBT) will be held weekly to discuss student performance and identify low performers that need extra intervention. Data will be discussed during weekly SBT meetings and following observations by administration. Data will be reviewed by the School Leadership team on a monthly basis.
Person responsible for monitoring outcome:	Nina Montez (nina.montez@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Professional Learning Communities (PLC) will ensure all teachers collaborate to focus on best practices and methodologies. Teachers will have the opportunity to review new literacy materials and plan based on B.E.S.T. literacy standards. Professional development will be provided during PLCs and also on separate days to support the development of teacher expertise with the new standards as well as the new literacy materials. Data will be shared and analyzed during PLC to help support best instructional practices. (small group impl?) Monthly unit assessments, iReady instruction, and informal assessments will be used to ensure teachers have data to inform their instruction and adjust teaching as needed. Technology based instruction in reading will be incorporated daily (iReady) and data used to drive instruction. Professional Learning Communities and professional development allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Small group instruction allows teachers to use information from data to differentiate lessons and meet the students' individual needs for standards based practice. This setting also provides teachers with the opportunity to address the areas of weakness needed to remediate students' literacy skills. iReady technology provides teachers feedback on foundational skills for reading and helps

teachers to identify areas to remediate that they can differentiate during small groups and/
or with individual students that need extra help.
District assessments can be used to plan for standards based instruction and help teachers
to identify areas of weakness that need to be remediated.

Action Steps to Implement

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

Professional Learning Communities (PLC) and Professional Development (PD) Sessions: (a) PLC schedule is created to ensure all teachers meet with their team members on a regular basis weekly. (b) Both PLC and PD will focus on the new BEST standards and the new literacy materials adopted this year. (c) PD will be focused on the new BEST standards and the new literacy materials. (d) Assessments and data will be discussed during meetings to help with planning for differentiation.

Person Responsible	Nina Montez (nina.montez@palmbeachschools.org)

Small Group Instruction: (a) Small group instruction will be intentionally planned and implemented daily during the literacy block. (b) Teachers will use assessments and iReady data to analyze students' weaknesses and strengths to differentiate during small group instruction. (c) Formative assessments will be used to track students and ensure they are meeting the BEST standards and all grade level expectations. (d) Teachers will provide explicit, direct instruction during small group time and conduct ongoing monitoring of students' progress

Person Responsible	Nina Montez (nina.montez@palmbeachschools.org)

iReady Technology: (a) Students will complete a minimum of 45 minutes per week using the iReady reading program. (b) Teachers will use data from iReady to help with differentiating instruction during small group time and for whole group review lessons. (c) Data will be used to help to identify students that need remediation or an extra level of support during SBT meetings. (d) Data will be discussed during data chats with administration. (e) Progress monitoring will occur using iReady Diagnostic data throughout the year.

Person Responsible	David Torres (david.torres@palmbeachschools.org)

District Assessments: (a) Teachers will use district assessments to plan and differentiate while planning standards based literacy instruction. (b) Teaching practices will be discussed during PLCs based on the common assessments that students have taken. (c) Administration and teachers will use assessments to monitor students and ensure all are meeting the BEST standards. (d) Assessments will be used during SBT meetings to discuss students and plan for extra intervention. (e) School Leadership team will analyze assessment data to help plan for professional development opportunities to improve professional practice.

Person Responsible	Tammy Trivison (tammy.trivison@palmbeachschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. Our SWPBS Team conducted a behavior matrix and posted expectation posters throughout the school, as well as kid friendly videos. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. We also have parent/family multicultural nights.

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by Florida State Statute 1003.42 continuing to develop a Single School Culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment with S.B. policy 2.09.

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 schoolwide multicultural projects. Additionally, the school will embed cultural activities within curriculum and daily course work such as reading selections and writing prompts. Addressing these areas of focus as outlined by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), will contribute to the continuous monitoring of proven successful actions and processes as well as the development of new actions and processes to benefit student achievement. These deliberately designed action steps and processes are research based

with a history of success. They share a common theme of impacting student achievement.

Our PBIS universal school guidelines and matrix is evident through specific practices and students will be responsible to abide by the guides to be a Responsible, Respectful and Safe student. Lighthouse continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. Lighthouse Elementary was awarded the distinction of "Florida's 2021-22 MTSS Recognized Schools," one of only six SDPBC schools. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/climate and mental health. We also are

implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons, a curriculum that the school district selected to implement the five-hour state mandated instruction related to youth mental health and awareness. The Suite 360 curriculum, includes lessons on the following topics: Mental Health Awareness and Assistance, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social and community services Additional resources (e.g., clothing, backpacks, supplies) are provided to students experiencing homelessness. The School Counselor works in partnership with families and the District McKinney-Vento liaison to ensure the needs of these families and students are met.

A District Migrant Liaison coordinates with our ESOL Coordinator and School Counselor to provide school and community support services for the families of our migrant students. These supports are supplemental to school-wide supports for students and families.

Our ESOL Coordinator and CLF work in conjunction with the District's Multicultural Department to ensure the implementation with fidelity of programs and services designed to improve the outcomes of our English Language Learners.

Monitoring of attendance, including late drop-offs and early pick-ups by our teachers, the counselors, and the SBT is key to building a positive culture.

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

Guidance Counselor: Supports a positive culture and environment through daily character lessons.

Behavioral Health Professional: "I provide mental wellness awareness, education, interventions and supports to students, staff and families. I provide support, counseling, social-emotional learning and wellness with students. I help students to focus on the positives, use their strengths, practice kindness with themselves and others, apply positive affirmations and practice a growth mindset. The students learn coping strategies through mindfulness, relaxation, distraction, processing, sensory, movement and calming skills. I am also the internal coach with the Positive Behavior Supports team and we acknowledge, focus and encourage positive behavior with students and staff through modeling, teaching and practice of our school wide expectations to be safe, be respectful and be responsible!"

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

Administration: The principal of the school supports a positive culture and environment in the school by being an active participant in all Positive Behavior Support meetings (PBS) and also by supporting the PBS initiatives that the team implements to focus on positive behavior. Each morning on the school news, children are reminded of the Three "Bees" we follow at Lighthouse Elementary: Be Responsible, Be Respectful, and Be Safe. Examples are given to help our children understand how to put these into practice in their classroom, on the playground, in the cafeteria, and during arrival/dismissal times. Each Friday, students that have demonstrated great character traits throughout the week get a chance to have their name drawn on the morning news. The principal presents each of the five students selected with a special bracelet to wear to show off their good character. Special "dog tags" are also presented to students throughout the day when they are caught being good. To support teachers, the principal protects their teaching time and provides time for collaboration/planning within their teams. Teachers are recognized in the school news and during faculty meetings to celebrate the role they play in supporting a positive culture and environment. All voices are listened to and heard to implement improvements or changes that will make the school a better place for everyone.

Support Staff: All members of the support staff support promoting a positive culture and environment by greeting children, parents, and visitors to our school in a friendly and helpful manner. This team of individuals help around the school by greeting children in the morning as they enter the school or as they

help them out of their cars. Everyone has been trained on making families feel welcome to the school when they are registering or want to take a tour of the buildings. Staff members also support the classroom teachers by helping them with students that may need a little extra attention or escorting students that arrive late or leave early. Their assistance in the cafeteria at breakfast and/or lunch also creates a warm helpful environment for everyone.

School Police Officer: "As the school police officer I take great pride in protecting our most precious children.

Physical safety of our children is only part of the responsibility. It is in my opinion that our children's mental well-being is also being protected. Each and every day I'm at our school interacting with our children, I make

sure I attempt to display my attention to every child I encounter by giving them a big smile and wishing them a great day! I give the kids fistbumps and hugs and when I see one of the children upset or not having the best of days I'll speak with them and try to make their day better. In the morning at arrivals I attempt to interact with as many as the parents that I can and make sure everything is going well with their children at home. During the course of my day as I interact with the children throughout our campus I express to them the importance of safety and to be kind and considerate to their teachers, classmates and other students. With the investment of attention, our children will do great things in this world!"