Lighthouse Elementary School

2014-15 School Improvement Plan

Lighthouse Elementary School

4750 DAKOTA DR, Jupiter, FL 33458

www.edline.net/pages/lighthouse_elementary_school

School Demographics

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

Alternative/ESE Center	Charter School	Minority
No	No	%

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.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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 Environment

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.

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

Lighthouse Elementary will develop and implement 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.

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

Lighthouse Elementary utilizes 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 seated on the stage as a reward. Teachers and administration coordinate their efforts to address inappropriate behavior via

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).

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

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

PIP Link

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

Description

Lighthouse Elementary will build positive relationships with families by:
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.

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.

Effective Leadership

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

School Leadership Team

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

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

Duties

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,

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 monthly 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 the full implementation of the Florida Core Standards, implementation of the Literacy Roll out and the district's implementation of the standards based report card.. 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.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Julie Hopkins	Principal
David Rubin	Parent
Tammy Trivison	Parent
Patti Reagan	Teacher
Janice Long	Teacher
Marie Delizia	Education Support Employee
John Hopkins	Business/Community
Lori Bain	Parent
Melinda Banard	Parent
Jennifer Parungao	Parent
Joy Kastanias	Parent
Emily Spilker	Parent

Duties

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

Evaluation of last year's school improvement plan

Presentation of the school's data was provided to the School Advisory Council highlighting the results of the standardized testing for FY14. Discussion regarding the areas of strengths and weaknesses helped to identify target areas for the FY15 school year.

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.

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.

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

Media Specialist attended a conference to support the district literacy initiative. $350.00 was allocated for the conference.

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

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

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.

Literacy Leadership Team (LLT)

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

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

Duties

Describe how the LLT promotes literacy within the school

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 may meet monthly, (more if

necessary) to assess progress towards accomplishing the goals. The team may promote 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.

Public and Collaborative Teaching

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

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

One way of encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent 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.

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.

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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Lighthouse Elementary creates ongoing opportunities during learning team meetings 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.

Instructional Strategies

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

•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 at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•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

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.

Student Transition and Readiness

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

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

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

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

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 Lighthouse teachers Increase their knowledge of using differentiated instruction in math then students will show an increase in proficiency on the math Florida Standards as assessed by the end of the year math test.

G2. If Lighthouse teachers increase their knowledge of the district adopted balanced literacy initiative then the school will show an increase in proficiency on on-demand assessments for reading and writing.

Strategic Goals Detail

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

G1. If Lighthouse teachers Increase their knowledge of using differentiated instruction in math then students will show an increase in proficiency on the math Florida Standards as assessed by the end of the year math test. 1a

Targets Supported 1b

G041418

Indicator	Annual Target
FSA - Mathematics - Proficiency Rate	88.0

Resources Available to Support the Goal 2

- Florida Standards Go Math Curriculum

- Differentiated math materials to use for hands-on learning

- Math Websites provided by district math department

Targeted Barriers to Achieving the Goal 3

- Teachers do not know how to differentiate math instruction.

Plan to Monitor Progress Toward G1. 8

Assessment data from Chapter assessments.

Person Responsible

David Torres

Schedule

On 5/30/2015

Evidence of Completion

Teacher tracking forms for math standards, plans for re-teaching and differentiation, and assessment data from chapter/unit/ year end assessments.

G2. If Lighthouse teachers increase their knowledge of the district adopted balanced literacy initiative then the school will show an increase in proficiency on on-demand assessments for reading and writing. `1a`

`G041419`

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	88.0

Resources Available to Support the Goal `2`

- Lucy Calkins Units of Study for Writing

- District Units of Study for Reading

- Literacy Bookroom

- District Support Personnel for Literacy Initiative

Targeted Barriers to Achieving the Goal `3`

- Time for planning for reading and writing units.

- Lack of knowledge of the components within the balanced literacy framework.

Plan to Monitor Progress Toward G2. `8`

Feedback and surveys will be utilized to gain an understanding of the level of knowledge and the level of comfort in using the balanced literacy components for reading and writing.

Person Responsible

Julie Hopkins

Schedule

Quarterly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Surveys, feedback from the training, and student assessments results.

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 Lighthouse teachers Increase their knowledge of using differentiated instruction in math then students will show an increase in proficiency on the math Florida Standards as assessed by the end of the year math test. [1]

🔑 G041418

G1.B1 Teachers do not know how to differentiate math instruction. [2]

🔑 B100332

G1.B1.S1 Professional development will be provided to teachers in differentiated instruction in mathematics. [4]

🔑 S111582

Strategy Rationale

Teachers will have ideas on how to differentiate math instruction and create differentiated math centers to support all students' learning.

Action Step 1 [5]

Time will be allotted during professional development days, LTM's, and planning days to share ideas, lessons, and centers for differentiating math instruction in the classroom.

Person Responsible

David Torres

Schedule

Monthly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Teacher Lesson Plans, Sign-in Sheets, Agendas

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.

Person Responsible

David Torres

Schedule

Every 2 Months, from 8/28/2014 to 5/30/2015

Evidence of Completion

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

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

Math lessons and math centers will be observed and feedback will be given.

Person Responsible

David Torres

Schedule

Monthly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Lesson plans demonstrate differentiation in math instruction.

G2. If Lighthouse teachers increase their knowledge of the district adopted balanced literacy initiative then the school will show an increase in proficiency on on-demand assessments for reading and writing. 1

🔍 G041419

G2.B1 Time for planning for reading and writing units. 2

🔍 B100333

G2.B1.S1 Provide teachers time for planning collaboratively for the reading and writing units of study. 4

🔍 S136950

Strategy Rationale

If teachers have more time for planning, then they can better implement the reading and writing curriculum.

Action Step 1 5

Teachers will be provided more time for planning for reading and writing units.

Person Responsible

Julie Hopkins

Schedule

Monthly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Agendas, sign-in sheets, lesson plans

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

Learning team meetings will be scheduled to plan for reading and writing units of study.

Person Responsible

Julie Hopkins

Schedule

Monthly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Agendas, sign-in sheets, and planning documents for units.

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

Administration will attend planning meetings and require all teachers to participate in the planning.

Person Responsible

Julie Hopkins

Schedule

Monthly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Agendas, sign-in sheets, and lesson plans from planning meetings.

G2.B2 Lack of knowledge of the components within the balanced literacy framework. `2`

🔑 B124241

G2.B2.S1 Provide professional development and introduce a variety of teacher resources available to support the implementation of the district's balanced literacy initiative. [copy] `4`

🔑 S136949

Strategy Rationale

Professional development will give teachers the opportunity to read, discuss, and plan for instruction in reading and writing.

Action Step 1 `5`

Teachers receive professional development in reading and writing.

Person Responsible

Allison Simons

Schedule

Monthly, from 8/30/2014 to 5/30/2015

Evidence of Completion

Agendas, sign-in sheets, and lesson plans.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Review documentation from professional development opportunities for the purpose of ensuring that teachers received the required professional development.

Person Responsible

Julie Hopkins

Schedule

Monthly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Review agendas, lesson plans, and attendance logs.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Utilize classroom walk-throughs to ensure strategies taught during professional development on balanced literacy components are evident in the classroom.

Person Responsible

Julie Hopkins

Schedule

Weekly, from 8/28/2014 to 5/30/2015

Evidence of Completion

Walk-through checklist and iObservation.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Time will be allotted during professional development days, LTM's, and planning days to share ideas, lessons, and centers for differentiating math instruction in the classroom.	Torres, David	8/28/2014	Teacher Lesson Plans, Sign-in Sheets, Agendas	5/30/2015 monthly
G2.B2.S1.A1	Teachers receive professional development in reading and writing.	Simons, Allison	8/30/2014	Agendas, sign-in sheets, and lesson plans.	5/30/2015 monthly
G2.B1.S1.A1	Teachers will be provided more time for planning for reading and writing units.	Hopkins, Julie	8/28/2014	Agendas, sign-in sheets, lesson plans	5/30/2015 monthly
G1.MA1	Assessment data from Chapter assessments.	Torres, David	8/28/2014	Teacher tracking forms for math standards, plans for re-teaching and differentiation, and assessment data	5/30/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				from chapter/unit/ year end assessments.	
G1.B1.S1.MA1	Math lessons and math centers will be observed and feedback will be given.	Torres, David	8/28/2014	Lesson plans demonstrate differentiation in math instruction.	5/30/2015 monthly
G1.B1.S1.MA1	Sign-in logs, TDE's, and lesson plans will be reviewed and analyzed for frequency and participation.	Torres, David	8/28/2014	TDE's, sign-in sheets, observations in iObservation, and lesson plans	5/30/2015 every-2-months
G2.MA1	Feedback and surveys will be utilized to gain an understanding of the level of knowledge and the level of comfort in using the balanced literacy components for reading and writing.	Hopkins, Julie	8/28/2014	Surveys, feedback from the training, and student assessments results.	5/30/2015 quarterly
G2.B2.S1.MA1	Utilize classroom walk-throughs to ensure strategies taught during professional development on balanced literacy components are evident in the classroom.	Hopkins, Julie	8/28/2014	Walk-through checklist and iObservation.	5/30/2015 weekly
G2.B2.S1.MA1	Review documentation from professional development opportunities for the purpose of ensuring that teachers received the required professional development.	Hopkins, Julie	8/28/2014	Review agendas, lesson plans, and attendance logs.	5/30/2015 monthly
G2.B1.S1.MA1	Administration will attend planning meetings and require all teachers to participate in the planning.	Hopkins, Julie	8/28/2014	Agendas, sign-in sheets, and lesson plans from planning meetings.	5/30/2015 monthly
G2.B1.S1.MA1	Learning team meetings will be scheduled to plan for reading and writing units of study.	Hopkins, Julie	8/28/2014	Agendas, sign-in sheets, and planning documents for units.	5/30/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. If Lighthouse teachers Increase their knowledge of using differentiated instruction in math then students will show an increase in proficiency on the math Florida Standards as assessed by the end of the year math test.

G1.B1 Teachers do not know how to differentiate math instruction.

G1.B1.S1 Professional development will be provided to teachers in differentiated instruction in mathematics.

PD Opportunity 1

Time will be allotted during professional development days, LTM's, and planning days to share ideas, lessons, and centers for differentiating math instruction in the classroom.

Facilitator

District Math Support Teacher

Participants

All Teachers

Schedule

Monthly, from 8/28/2014 to 5/30/2015

G2. If Lighthouse teachers increase their knowledge of the district adopted balanced literacy initiative then the school will show an increase in proficiency on on-demand assessments for reading and writing.

G2.B2 Lack of knowledge of the components within the balanced literacy framework.

G2.B2.S1 Provide professional development and introduce a variety of teacher resources available to support the implementation of the district's balanced literacy initiative. [copy]

PD Opportunity 1

Teachers receive professional development in reading and writing.

Facilitator

District Professional Team for the Literacy and School Reading Specialists

Participants

All classroom teachers grades K-2

Schedule

Monthly, from 8/30/2014 to 5/30/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 2: If Lighthouse teachers increase their knowledge of the district adopted balanced literacy initiative then the school will show an increase in proficiency on on-demand assessments for reading and writing.	2,500
Grand Total	**2,500**

Goal 2: If Lighthouse teachers increase their knowledge of the district adopted balanced literacy initiative then the school will show an increase in proficiency on on-demand assessments for reading and writing.		
Description	**Source**	**Total**
B1.S1.A1 - Provide substitutes for Kindergarten teachers to conduct reading assessments.	School Improvement Funds	2,000
B2.S1.A1 - Purchase vocabulary books to support reading and writing process.	School Improvement Funds	500
Total Goal 2		**2,500**