

The School District of Palm Beach County

Lighthouse Elementary School



2020-21 Schoolwide Improvement Plan

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Lighthouse Elementary School

4750 DAKOTA DR, Jupiter, FL 33458

<https://ltes.palmbeachschools.org>

Demographics

Principal: Julie Hopkins

Start Date for this Principal: 7/1/2014

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	English Language Learners
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	N/A

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.

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

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

Name	Title	Job Duties and Responsibilities
Hopkins, Julie	Principal	School Leader develops standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Tardonia, Sherri	Teacher, K-12	SAC Chair and 2nd Grade Teacher: schedules meetings, communicates with parents, facilitates SAC meetings, and keeps apprised of the current school improvement budget. Implements the school curriculum with fidelity, collaborates with team members, monitors student achievement, discusses best practices with team members, and identifies students that need extra support.
Torres, David	Assistant Principal	Supports School Leader: Helps develop standardized curricula, assess teaching methods, monitor student achievement, encourage parent involvement, revise policies and procedures, administer the budget, hire and evaluate staff and oversee facilities.
Trivison, Tammy	Teacher, K-12	ELL Teacher: Implements best practices for ELL students with fidelity, collaborates with teachers that have ELL students, monitors student achievement, discusses best practices with team members, tests ELL students, and identifies students that need extra support.
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.
Hetzel, Tracy	Teacher, K-12	Kindergarten Teacher and Team Leader for Kindergarten: Implements the school curriculum with fidelity, collaborates with team members, monitors student achievement, discusses best practices with team members, and identifies students that need extra support.
Griffin, Nicole	Guidance Counselor	PBS Coach and Character Education: Develops behavior plans, coordinates 504 meetings, communicates with parents/teachers/students, supports migrant children, and refers parents to community resources.
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.
Marlow, Linda	Teacher, K-12	First Grade Teacher and Team Leader for 1st 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.

Demographic Information

Principal start date

Tuesday 7/1/2014, Julie Hopkins

Number of teachers with a 2019 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.*

Number of teachers with a 2019 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.*

Total number of teacher positions allocated to the school

51

Demographic Data

2020-21 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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	English Language Learners
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade
ESSA Status	N/A

Early Warning Systems

Current Year

The number of students by 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	166	202	203	0	0	0	0	0	0	0	0	0	0	571
Attendance below 90 percent	10	13	8	0	0	0	0	0	0	0	0	0	0	31
One or more suspensions	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	5	29	0	0	0	0	0	0	0	0	0	0	34
Course failure in Math	0	2	6	0	0	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	4	9	0	0	0	0	0	0	0	0	0	0	13

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	0	0	2	0	0	0	0	0	0	0	0	0	0	2
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

Thursday 10/8/2020

Prior Year - As Reported

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	223	239	207	0	0	0	0	0	0	0	0	0	0	669
Attendance below 90 percent	14	9	8	0	0	0	0	0	0	0	0	0	0	31
One or more suspensions	0	1	3	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	16	26	20	0	0	0	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	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	5	2	2	0	0	0	0	0	0	0	0	0	0	9

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	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Prior Year - Updated

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	223	239	207	0	0	0	0	0	0	0	0	0	0	669
Attendance below 90 percent	14	9	8	0	0	0	0	0	0	0	0	0	0	31
One or more suspensions	0	1	3	0	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	16	26	20	0	0	0	0	0	0	0	0	0	0	62
Level 1 on statewide assessment	0	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	5	2	2	0	0	0	0	0	0	0	0	0	0	9

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	0	2	0	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	58%	57%	0%	53%	55%
ELA Learning Gains	0%	63%	58%	0%	59%	57%
ELA Lowest 25th Percentile	0%	56%	53%	0%	55%	52%
Math Achievement	0%	68%	63%	0%	62%	61%
Math Learning Gains	0%	68%	62%	0%	62%	61%
Math Lowest 25th Percentile	0%	59%	51%	0%	53%	51%
Science Achievement	0%	51%	53%	0%	51%	51%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	K	1	2	
	(0)	(0)	(0)	0 (0)

Grade Level Data

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

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

Subgroup Data

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
2018 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 2016-17	C & C Accel 2016-17
2017 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 2015-16	C & C Accel 2015-16

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	73

ESSA Federal Index	
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	73
Total Points Earned for the Federal Index	73
Total Components for the Federal Index	1
Percent Tested	

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

English Language Learners	
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Federal Index - English Language Learners	73
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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

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

Multiracial Students	
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Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students 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
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

iReady data from 2020 in Kindergarten following the window 2 diagnostic indicated that 76% of the students were on grade level for reading. This data is 10% lower than the 2019 school year at the same time of year. Contributing factors to lower performance were directly related to lack of executive functioning by our Kindergarten and First Grade students and then moving to virtual education in March. Students did not experience the same type of personal small group instruction that occurs when face-to-face with the teacher. The students did not have the opportunity to make the gains with explicit, direct instruction.

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

When analyzing last year's data from 2019 with the Window 2 data from 2020, more students need additional work in phonological awareness and phonics. Phonological awareness scores identified more students below grade level compared to last year (2020, 2019): Kindergarten 23%, 6%; First Grade 17%, 12%; and Second Grade 3%, 0%. Phonics scores identified more students below grade level compared to last year (2020, 2019): Kindergarten 26%, 6%, First Grade 31%, 10%, and Second Grade 23%, 14%.

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

N/A

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

Based on the final diagnostic from 2020, the overall reading grade level placement improved in Kindergarten and First Grade with Second Grade having no significant change (2019/2020): 95% / 98% in Kindergarten; 89% / 92% in First Grade; and 94% / 93% in Second Grade. The final diagnostic was taken at home and with the belief that parents contributed to the results, our focus from last school year will remain in place.

Teachers are continuing the use of small group instruction and iReady computer program for reading comprehension and vocabulary. Words Their Way is taught explicitly in grades K-2 to support word work and vocabulary. Foundations is being taught explicitly in Kindergarten to increase understanding of phonological awareness and phonics

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Our two areas of concern after reviewing the EWS data are:

1. Course Failures (ND) on report cards - when a student receives an ND this indicates that mastery has not been achieved and the standard has not been met for the grade level. Since the grading system is standards-based, students receiving an ND on the report card are already demonstrating an achievement gap in their current grade level. Course failures indicate that students are not on track to meet future expectations for success and may predict a grade level failure. Research shows that retentions may negatively impact children's self-esteem and this correlates to a higher probability of dropping out of school in the future. In second grade, there were 29 students with course failures on their report cards for ELA, and first grade had 16 students with course failures in ELA last school year.
2. Student Attendance was another area of concern - there were 31 students in grades K-2 with attendance rates below 90%. Improving attendance and reducing the number of tardy students are a focus for our administrative team and guidance department.

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

At Lighthouse Elementary we focus on student achievement, social emotional growth, and closing achievement gaps. Since our school serves only K-2, it is important to focus on building the foundation for reading with all of our young learners. A strong foundation in reading will prepare each student for future success in school.

Our focus will be on the following:

1. Explicit teaching of phonics and phonological awareness through Foundations and Words Their Way.
2. Focus on vocabulary development to help improve reading comprehension.
3. Differentiate instruction to support all learners with meeting ELA standards.
4. Provide early intervention to students struggling with reading.
5. Continue to monitor comprehension in order to improve overall reading placement.

Our priorities include:

1. ESSA Subgroups - Our ESSA (SWD & ELL) subgroups indicate that we need to provide additional

support to help with achievement in literacy foundation building by providing more small group instruction; differentiation; and explicit teaching using research based intervention programs (Foundations and Words Their Way).

2. Building Teacher Capacity - During PLCs, we will continue to focus on developing effective and relevant literacy instruction through: sharing best practices; reviewing/unpacking standards; incorporating research based strategies; and using standards based materials provided by the District through Blender.

3. ELA Learning Gains - Through the use of standards based instruction and research based intervention programs, we will ensure student learning and improved student achievement towards grade level success.

4. ELA Achievement - By personalizing instruction through differentiation and early intervention there is a better opportunity for all students to perform on grade level. Students performing on grade level experience a stronger sense of self-esteem and aspirations towards future success leading to college and career readiness.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:

To ensure progress towards student achievement within ELA instruction to support the expectations of LTO #1: Increase Reading on Grade Level by 3rd grade. This area of focus aligns with the District Strategic Plan to increase reading on grade level by 75%.
 Rationale:
 Data from Window 2 of Diagnostic indicates that students below grade level in reading for Kindergarten has increased from the previous year by 19%. First grade had 32% of students below grade level in 2020 which was an increase of 21% from the previous school year. Second grade had 18% of students below grade level in 2020 compared to 6% the previous school year. While this data is most accurate, the final diagnostic data showed significant improvements in reading from 2019 to 2020 for Kindergarten and First Grades with no significant change in Second Grade: Kindergarten 95%-98%; First Grade 89%-92%; and Second Grade 94%-93%. The concern in using year end diagnostic data is that there is evidence that parents helped the students since the testing was administered at home.

Measureable Outcome:

Improve ELA (overall reading performance on iReady) by 5% to be on target for meeting or exceeding the LTO of the Strategic Plan by 2021.

Person responsible for monitoring outcome:

Julie Hopkins (julie.hopkins@palmbeachschools.org)

Evidence-based Strategy:

1. Students will be remediated and enriched through iReady reading and small group instruction to build content knowledge in reading areas.
2. Students will use "Words their Way" program to increase vocabulary knowledge and word patterns.
3. Kindergarten students will use "Foundations" program to increase knowledge of phonics and phonemic awareness.
4. Foundations and Wilson programs will be used to support struggling readers.
5. LLI will be used as an early reading intervention in small group instruction.

Rationale for Evidence-based Strategy:

1. iReady reading differentiates for students and teachers can monitor students' performance to identify weak areas to remediate during small group instruction.
2. The "Words their Way" is a systematic way of teaching students phonics, phonemic awareness, and vocabulary.
3. "Foundations" is a researched based intervention that explicitly teaches students phonics, phonemic awareness, and letter formations.
4. Both the "Foundations" and Wilson programs are research based programs that implement explicit teaching to help students with learning phonics, phonemic awareness, and writing.
5. LLI is a research based early reading intervention program that incorporates systematic teaching to improve reading and writing.

Action Steps to Implement

Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:

Students will use the iReady program 45 mins. per week and support materials to build content knowledge in reading areas. Teachers will monitor for students for weaknesses and provide small group instruction to support learning.

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

Teachers will follow the framework designed to implement "Words their Way" on a daily basis to students to increase knowledge of phonics, phonemic awareness, and vocabulary.

Person Responsible Linda Marlow (linda.marlow@palmbeachschools.org)

Foundations will be implemented daily as part of the reading block in all Kindergarten classrooms to explicitly teach phonics, phonemic awareness, and letter formation.

Person Responsible Tracy Hetzel (tracy.hetzel@palmbeachschools.org)

Intervention teachers will implement Foundations and/or Wilson program daily with ESE students and students struggling with reading, that are in the RtI process, to increase knowledge of phonics, phonemic awareness, and apply knowledge in writing.

Person Responsible Kathy Kainec (kathy.kainec@palmbeachschools.org)

The LLI program will be used by classroom teachers and the SAI teacher to help students that are behind in learning how to read. Documentation of intervention and monitoring will be ongoing by administration

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

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

Lighthouse Elementary will build positive relations with families by: *Aligning new and existing community and parent partnerships. *Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. *During Open House, curriculum nights, etc., ensure non-threatening methods of introducing parents to teachers and administrators. *Offer parent support with SIS and other forms of educational technology. *Communicate classroom and school news to parents on a regular basis. *Offer family nights to encourage parents and extended family to attend school events, such as: STEM night, book fairs, computer information sessions, and multicultural night. The school guidance counselor uses a Check-in/Check-out system with students in need of positive adult interactions and positive feedback throughout the day. A comprehensive school counseling program (Student Development Plan) has been developed and implemented by the school with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation). PATHS (Promoting Alternative Thinking Strategies) curriculum will be implemented to promote social and emotional learning and supports students with the following: Self awareness; Self-management; Social awareness; Relationship skills; and Responsible decision making. Our Behavioral Health Professional (BHP) provides mental health counseling services to students, parents, and families while adding another level of support for families in crisis.

Part IV: 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 to employ school improvement strategies that impact the positive school culture and environment are critical. 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.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Lighthouse Elementary will build positive relations with families by:

- *Aligning new and existing community and parent partnerships.
- *Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems.
- *During Open House, curriculum nights, etc., ensure non-threatening methods of introducing parents to teachers and administrators.
- *Offer parent support with SIS and other forms of educational technology.
- *Communicate classroom and school news to parents on a regular basis.
- *Offer family nights to encourage parents and extended family to attend school events, such as: STEM night, book fairs, computer information sessions, and multicultural night.

The school guidance counselor uses a Check-in/Check-out system with students in need of positive adult interactions and positive feedback throughout the day. This system focusing on students that may be struggling with completing work, staying on task, and having behavior challenges. By having this system in place, students feel connected to an adult and are recognized for their daily/weekly growth over time.

A comprehensive school counseling program (Student Development Plan) has been developed and implemented by the school with dedicated time to: (1) Assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making), (2) Identify interventions that the research suggests works to remove the barrier to success (Evidence-Based Intervention), and (3) Evaluate your intervention and evolve (Evaluation). PATHS (Promoting Alternative Thinking Strategies) curriculum will be implemented to promote social and emotional learning and supports students with the following: Self awareness; Self-management; Social awareness; Relationship skills; and Responsible decision making. Additionally, the counseling program includes: character development for our K-2 students. The curriculum addresses the seven pillars of character counts: trustworthiness, respect, responsibility, fairness, caring, citizenship, and empathy. To celebrate success, students are selected weekly from teacher nominations to receive recognition on the morning news and a special bracelet to wear to recognize them for demonstrating one of the character count pillars. Students are also "caught being good" and rewarded with dog tags that they wear on their lanyards to show they are following our code of conduct and demonstrating good character.

Our Behavioral Health Professional (BHP) provides mental health counseling services to students, parents, and families while adding another level of support for families in crisis. She is an integral part of our comprehensive school counseling program.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget						
1	III.A.	Areas of Focus: Instructional Practice: ELA				\$6,237.06
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	500-Materials and Supplies	1931 - Lighthouse Elementary School	General Fund		\$2,948.19
			<i>Notes: Pearson Education: Words Their Way Word Study in Action Books</i>			
	5100	500-Materials and Supplies	1931 - Lighthouse Elementary School	General Fund		\$3,038.75
			<i>Notes: Curriculum Associates: iReady Instruction Grade 2 Student Books</i>			
	5100	500-Materials and Supplies	1931 - Lighthouse Elementary School	General Fund		\$250.12
			<i>Notes: Sadlier Books for ELL students</i>			
					Total:	\$6,237.06