

The School District of Palm Beach County

# Lighthouse Elementary School



2018-19 Schoolwide Improvement Plan

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## Lighthouse Elementary School

4750 DAKOTA DR, Jupiter, FL 33458

<https://ltes.palmbeachschools.org>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-2	No	20%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	28%

### School Grades History

Year  
Grade

### 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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

### 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 and position title for each member of the school leadership team.:

Name	Title
Hopkins, Julie	Principal
Tardonia, Sherri	Teacher, K-12
Torres, David	Assistant Principal
Reagan, Patti	Teacher, K-12
Trivison, Tammy	
Thiele, Angela	Teacher, ESE
Hetzel, Tracy	Teacher, K-12
Griffin, Nicole	Guidance Counselor

#### 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, Guidance Counselor: Provides Tier 2 and Tier 3 intervention for behavior support and supports classroom teachers with Tier 1 behavior. Leads and promotes the Positive Behavior Intervention System (PBS) school-wide to support all personnel with implementation of PBS. Delivers character education to all students and supports instruction of character education school-wide.

## Early Warning Systems

### Year 2017-18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	17	12	13	0	0	0	0	0	0	0	0	0	0	42
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA or Math	4	28	19	0	0	0	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

#### 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	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

#### Date this data was collected

Tuesday 8/21/2018

### Year 2016-17 - 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	
Attendance below 90 percent	16	14	15	0	0	0	0	0	0	0	0	0	0	45
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	10	19	20	0	0	0	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**Year 2016-17 - 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	
Attendance below 90 percent	16	14	15	0	0	0	0	0	0	0	0	0	0	45
One or more suspensions	0	1	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	10	19	20	0	0	0	0	0	0	0	0	0	0	49
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

**Part II: Needs Assessment/Analysis**

**Assessment & Analysis**

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

In Kindergarten, phonological awareness 32% and phonics 26% of the students were below grade level. In First Grade, vocabulary 45% and comprehension 35% of the students were below grade level. In Second Grade, phonics 32%; vocabulary 39% and comprehension 28% of the students were below grade level. Phonics, vocabulary, and comprehension are areas that tend to be the most difficult for students to master in grades K-2.

**Which data component showed the greatest decline from prior year?**

Vocabulary and Comprehension in First Grade showed the greatest decline from the prior year. In 2017, students below in vocabulary was 29% and in 2018 the percentage increased to 45% below grade level. In 2017, 26% of the students were below in comprehension and that increased to 35% in 2018.

**Which data component had the biggest gap when compared to the state average?**

N/A

**Which data component showed the most improvement? Is this a trend?**

Phonics and comprehension in 2nd grade showed the most improvement. In 2017, 57% of 2nd grade students were below level in phonics and in 2018 there were only 32% below in phonics. In 2017, 42% of

2nd grade students were below level in comprehension and in 2108 there were 28% of the students below level. There is not enough data to determine a trend at this time.

**Describe the actions or changes that led to the improvement in this area.**

Implementation of Words Their Way and using iReady support materials to increase comprehension led to improvement with phonics and reading comprehension.

**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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	0%	57%	56%	0%	52%	52%
ELA Learning Gains	0%	61%	55%	0%	56%	52%
ELA Lowest 25th Percentile	0%	56%	48%	0%	51%	46%
Math Achievement	0%	65%	62%	0%	61%	58%
Math Learning Gains	0%	63%	59%	0%	61%	58%
Math Lowest 25th Percentile	0%	53%	47%	0%	51%	46%
Science Achievement	0%	56%	55%	0%	53%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	K	1	2	
Attendance below 90 percent	17 (16)	12 (14)	13 (15)	42 (45)
One or more suspensions	1 (0)	0 (1)	0 (1)	1 (2)
Course failure in ELA or Math	4 (10)	28 (19)	19 (20)	51 (49)
Level 1 on statewide assessment	0 (0)	0 (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**

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

**Part III: Planning for Improvement**

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

**Areas of Focus:**



Activity #1	
<b>Title</b>	To ensure progress towards student achievement within ELA instruction to support the expectations of LTO #1; Increase Reading on Grade Level by 3rd grade.
<b>Rationale</b>	<p>*This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75%.</p> <p>*Data indicates that fewer students (6% fewer than prior year) in Kindergarten and 2nd grade (7% fewer than prior year) were below level on their overall reading progress from the prior year, but the percentage of 1st grade students below grade level (8%) increased from the prior year.</p>

<b>Intended Outcome</b>	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.
<b>Point Person</b>	Julie Hopkins (julie.hopkins@palmbeachschools.org)

Action Step	
<b>Description</b>	<p>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 iReady program and support materials to build content knowledge in reading areas.</p> <p>*Students will use Words Their Way program to increase vocabulary knowledge and learn word patterns</p> <p>*Teachers will utilize strategies that provide differentiation for all students (including ELLs and SWDs) and improve student engagement.</p> <p>*Foundations and Wilson will be used to support struggling readers.</p> <p>*LLI will be used as an early reading intervention in small group instruction.</p>
<b>Person Responsible</b>	Julie Hopkins (julie.hopkins@palmbeachschools.org)

Plan to Monitor Effectiveness	
<b>Description</b>	<p>*SBT will monitor implementation of early reading interventions through weekly probes/data collected.</p> <p>*Principal will monitor RRR assessments and student performance in reading during daily classroom visits.</p> <p>*Assistant Principal will monitor iReady reading data and diagnostic reading assessments weekly.</p> <p>*Teachers will plan standards-based instruction in reading to meet the needs of all the students they serve during PLC meetings.</p>
<b>Person Responsible</b>	Allison Simons (allison.simons@palmbeachschools.org)

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Lighthouse Elementary will build positive relationships with families by:

Aligning new and existing community and parent partnerships.

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

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

Offer 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 multi-cultural night.

#### **PFEP Link**

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

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

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

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

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

Self-awareness

Self-management

Social awareness

Relationship skills

Responsible decision making

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

All members of the school staff participate in professional collaborative learning communities (PLCs) that meet both informally and formally on a regular schedule. 90 minutes is dedicated to the PLCs for planning, data analysis, and discussions about teaching/learning. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

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

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

To assist with the transition of school-based and community children into the kindergarten program at Lighthouse Elementary, we engage in the following kindergarten transition activities:

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

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

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

Holding open house for families of incoming kindergarten children

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

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

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

**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

**Part V: Budget**

<b>Total:</b>	<b>\$19,660.94</b>
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