

The School District of Palm Beach County

# Lighthouse Elementary School



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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|                                       |           |
|---------------------------------------|-----------|
| <b>School Demographics</b>            | <b>3</b>  |
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>6</b>  |
| <b>Needs Assessment</b>               | <b>9</b>  |
| <b>Planning for Improvement</b>       | <b>13</b> |
| <b>Title I Requirements</b>           | <b>15</b> |
| <b>Budget to Support Goals</b>        | <b>17</b> |

# Lighthouse Elementary School

4750 DAKOTA DR, Jupiter, FL 33458

<https://ltes.palmbeachschools.org>

## Demographics

**Principal: Julie Hopkins**

Start Date for this Principal: 8/20/2019

|  |  |
|--|--|
| <b>2019-20 Status</b><br>(per MSID File)   | Active   |
| <b>School Type and Grades Served</b><br>(per MSID File)  | Elementary School<br>PK-2  |
| <b>Primary Service Type</b><br>(per MSID File)   | K-12 General Education   |
| <b>2018-19 Title I School</b>  | No   |
| <b>2018-19 Economically Disadvantaged (FRL) Rate</b><br>(as reported on Survey 3)  | <i>[Data Not Available]</i>  |
| <b>2018-19 ESSA Subgroups Represented</b><br>(subgroups with 10 or more students)<br>(subgroups in orange are below the federal threshold) | English Language Learners  |
| <b>School Grades History</b>   | 2018-19: No Grade<br>2017-18: No Grade<br>2016-17: No Grade<br>2015-16: No Grade |
| <b>ESSA Status</b>   | 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](http://www.floridacims.org).

### **Purpose and Outline of the SIP**

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

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## **Table of Contents**

---

|                                       |           |
|---------------------------------------|-----------|
| <b>Purpose and Outline of the SIP</b> | <b>4</b>  |
| <b>School Information</b>             | <b>6</b>  |
| <b>Needs Assessment</b>               | <b>9</b>  |
| <b>Planning for Improvement</b>       | <b>13</b> |
| <b>Title I Requirements</b>           | <b>15</b> |
| <b>Budget to Support Goals</b>        | <b>17</b> |

# Lighthouse Elementary School

4750 DAKOTA DR, Jupiter, FL 33458

<https://ltes.palmbeachschools.org>

## School Demographics

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

## School Grades History

Year  
Grade

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<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               | 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.  |
| Reagan, Patti     | Teacher, K-12       | 1st Grade Teacher: 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.   |
| 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.  |
| Hetzl, 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.  |

| Name          | Title         | Job Duties and Responsibilities   |
|---------------|---------------|---|
| 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. |

**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     | 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  |

**FTE units allocated to school (total number of teacher units)**  
38

**Date this data was collected or last updated**  
Thursday 8/22/2019

**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 |       |
| 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  |       |

**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 | 1           | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |

**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 |       |
| 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  |       |

**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 | 1           | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 2     |

**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%   |

| <b>EWS Indicators as Input Earlier in the Survey</b> |                                   |         |         |         |
|--|-----------------------------------|---------|---------|---------|
| Indicator  | Grade Level (prior year reported) |         |         | Total   |
|  | K                                 | 1       | 2       |         |
| Number of students enrolled                          | 223 (0)                           | 239 (0) | 207 (0) | 669 (0) |
| Attendance below 90 percent                          | 14 (17)                           | 9 (12)  | 8 (13)  | 31 (42) |
| One or more suspensions                              | 0 (1)                             | 1 (0)   | 3 (0)   | 4 (1)   |
| Course failure in ELA or Math                        | 16 (4)                            | 26 (28) | 20 (19) | 62 (51) |
| 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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| <b>ELA</b> |      |        |          |                            |       |                         |
|------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade      | Year | School | District | School-District Comparison | State | School-State Comparison |

| <b>MATH</b> |      |        |          |                            |       |                         |
|-------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade       | Year | School | District | School-District Comparison | State | School-State Comparison |

| <b>SCIENCE</b> |      |        |          |                            |       |                         |
|----------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade          | Year | School | District | School-District Comparison | State | School-State Comparison |

**Subgroup Data**

| <b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |          |        |             |           |         |              |          |         |           |                   |                     |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| 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 |
| <b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |          |        |             |           |         |              |          |         |           |                   |                     |
| 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 |
| <b>2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b> |          |        |             |           |         |              |          |         |           |                   |                     |
| 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.

| <b>ESSA Federal Index</b>   |     |
|---|-----|
| ESSA Category (TS&I or CS&I)  | N/A |
| OVERALL Federal Index – All Students  | 73  |
| 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  |     |

| <b>Subgroup Data</b> |  |
|----------------------|--|
|----------------------|--|

| <b>Students With Disabilities</b> |  |
|-----------------------------------|--|
|-----------------------------------|--|

|   |     |
|---|-----|
| 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   |

| <b>English Language Learners</b> |  |
|----------------------------------|--|
|----------------------------------|--|

|  |    |
|--|----|
| 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  |

| <b>Asian Students</b> |  |
|-----------------------|--|
|-----------------------|--|

|   |     |
|---|-----|
| 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   |

| <b>Black/African American Students</b> |  |
|--|--|
|--|--|

|  |     |
|--|-----|
| 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   |

| <b>Hispanic Students</b> |  |
|--------------------------|--|
|--------------------------|--|

|  |     |
|--|-----|
| 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   |     |
|--|-----|
| 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.**

In Kindergarten, phonological awareness 30%; phonics 24%; and vocabulary 21% of the students were below grade level. In First Grade, vocabulary 26% and phonics 24% were below grade level. In Second Grade, phonics 27% and vocabulary 34% of the students were below grade level. Phonics and vocabulary are the weakest areas for the students in grades K-2.

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

The data in all grades, K-2, showed no decline in any of the ELA areas from the previous school year 2019. All areas that were noted as weaknesses showed improvement: Kindergarten improved in

phonological awareness and phonics by 2%. First Grade improved the most in vocabulary by 19%; phonics by 6% and there was a 12% increase in comprehension. Second Grade improved in phonics by 5%; vocabulary by 5%; and comprehension by 6%.

**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?**

Vocabulary and Comprehension in 1st grade showed the most improvement. In 2018, 45% of the 1st grade students were below in vocabulary and in 2019 there were only 26% below in vocabulary. In 2018, 35% of the 1st grade students were below level in comprehension and in 2019 there were only 23% of the students below level. Based on the past 3 years of iReady scores, students are demonstrating a better understanding of phonics, vocabulary, and comprehension.

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? (see Guidance tab for additional information)**

Both phonics and vocabulary are areas that are a continued focus to improve in grades K-2 in order to improve overall reading levels in K-2. While comprehension is improving across the grade levels, it is another area that will need to continually be monitored and supported.

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

1. Focus on phonics, vocabulary, and comprehension to increase percentage of students on grade level in reading.
2. Differentiate instruction to support all learners with meeting ELA standards.
3. Provide early intervention to students struggling with reading.

## Part III: Planning for Improvement

### Areas of Focus:

|                  |  |
|------------------|--|
| <b>#1</b>        |  |
| <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.<br><br>This area of focus aligns with the District Strategic Plan to increase reading on grade level to 75%.  |
| <b>Rationale</b> | Data indicates that students below grade level in reading for Kindergarten remained the same as the previous year (15%). First grade had 19% of students below grade level in 2019 which was an improvement of 11% from the previous school year. Second grade had 21% of students below grade level in 2019 which was an improvement of 5% from the previous school year. |

|  |  |
|--|--|
| <b>State the measureable outcome the school plans to achieve</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>Person responsible for monitoring outcome</b>                 | Julie Hopkins (julie.hopkins@palmbeachschools.org)   |
| <b>Evidence-based Strategy</b>                                   | <ol style="list-style-type: none"> <li>1. Students will be remediated and enriched through iReady reading and small group instruction to build content knowledge in reading areas.</li> <li>2. Students will use "Words their Way" program to increase vocabulary knowledge and word patterns.</li> <li>3. Kindergarten students will use "Foundations" program to increase knowledge of phonics and phonemic awareness.</li> <li>4. Foundations and Wilson programs will be used to support struggling readers.</li> <li>5. LLI will be used as an early reading intervention in small group instruction.</li> </ol>  |
| <b>Rationale for Evidence-based Strategy</b>                     | <ol style="list-style-type: none"> <li>1. iReady reading differentiates for students and teachers can monitor students' performance to identify weak areas to remediate during small group instruction.</li> <li>2. The "Words their Way" is a systematic way of teaching students phonics, phonemic awareness, and vocabulary.</li> <li>3. "Foundations" is a researched based intervention that explicitly teaches students phonics, phonemic awareness, and letter formations.</li> <li>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.</li> <li>5. LLI is a research based early reading intervention program that incorporates systematic teaching to improve reading and writing.</li> </ol> |

|                    |   |
|--------------------|---|
| <b>Action Step</b> |   |
| <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:</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. 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.</li> </ol> |

3. Foundations will be implemented daily as part of the reading block in all Kindergarten classrooms to explicitly teach phonics, phonemic awareness, and letter formation.
4. Intervention teachers will implement Foundations and/or Wilson program daily with ESE students and students struggling with reading, that are in the Rtl process, to increase knowledge of phonics, phonemic awareness, and apply knowledge in writing.
5. 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** Allison Simons (allison.simons@palmbeachschools.org)

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

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.

## 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 Schoolwide Improvement Plan 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 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.

#### **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.**

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

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 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.**

N/A

**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>1</b>   | <b>III.A.</b> | <b>Areas of Focus: 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> |                                     |                |     | <b>\$6,885.45</b> |
|  | Function      | Object  | Budget Focus                        | Funding Source | FTE | 2019-20           |
|  | 5100          | 500-Materials and Supplies  | 1931 - Lighthouse Elementary School | General Fund   |     | \$1,000.00        |
| <i>Notes: Wilson Language - Foundation materials</i> |               |   |                                     |                |     |                   |
|  | 9800          | 500-Materials and Supplies  | 1931 - Lighthouse Elementary School | General Fund   |     | \$455.84          |
| <i>Notes: Wilson Language - Foundation materials</i> |               |   |                                     |                |     |                   |
|  | 5100          | 500-Materials and Supplies  | 1931 - Lighthouse Elementary School | General Fund   |     | \$1,000.00        |
| <i>Notes: Pearson - iReady Reading materials</i>     |               |   |                                     |                |     |                   |
|  | 9800          | 500-Materials and Supplies  | 1931 - Lighthouse Elementary School | General Fund   |     | \$1,889.22        |
| <i>Notes: Pearson - iReady Reading materials</i>     |               |   |                                     |                |     |                   |

Palm Beach - 1931 - Lighthouse Elementary School - 2019-20 SIP

|  |      |                            |   |              |               |                   |
|--|------|----------------------------|---|--------------|---------------|-------------------|
|  | 9800 | 500-Materials and Supplies | 1931 - Lighthouse Elementary School                             | General Fund |               | \$1,000.00        |
|  |      |                            | <i>Notes: Curriculum Associates - Words their Way materials</i> |              |               |                   |
|  | 5100 | 500-Materials and Supplies | 1931 - Lighthouse Elementary School                             | General Fund |               | \$1,540.39        |
|  |      |                            | <i>Notes: Curriculum Associates - Words their Way materials</i> |              |               |                   |
|  |      |                            |   |              | <b>Total:</b> | <b>\$6,885.45</b> |