

Lighthouse School Improvement Plan Name of School: Jacksonville Lighthouse  
Charter Schools: College Preparatory Academy

**ELA Goal Statements (Include your data analysis)**

Goal Statement 1: By May 2019, JLCS scholars will improve academic achievement through increasing the Student Growth Percentile (SGP) in ELA for all grade levels:

Reading

7<sup>th</sup> = 48% SPG to 52% SGP

9<sup>th</sup> = 48% SPG to 52% SGP

8<sup>th</sup> = 45% SPG to 50% SGP

10<sup>th</sup> = 34% SPG to 43% SGP

English

7<sup>th</sup> = 39% SPG to 45% SGP

9<sup>th</sup> = 41% SPG to 48% SGP

8<sup>th</sup> = 44% SPG to 50% SGP

10<sup>th</sup> = 42% SPG to 50% SGP

Goal Statement 2: By the end of the 2018-2019 school year, we will increase the number of scholars scoring Ready or Exceeding on the ACT Aspire for all grade levels:

Reading

7<sup>th</sup> = 26% to 30%

9<sup>th</sup> = 23% to 30%

8<sup>th</sup> = 29% to 35%

10<sup>th</sup> = 17% to 25%

English

7<sup>th</sup> = 70% to 75%

9<sup>th</sup> = 38% to 45%

8<sup>th</sup> = 65% to 70%

10<sup>th</sup> = 51% to 58%

Evidence –based initiative/Interventions or strategy specific to the improvement efforts and support needed for implementation (Include timelines for each initiative/intervention or evidence based strategy)

1. During Summer PDI, a quality Response to Intervention (RTI) program will be designed to detect early identifications and support scholars with deficient mathematics skills.
  - Researched and effective RTI materials – June/July 2018
  - Create RTI groups – June/July 2018
  - Identify skills – June/July 2018
  - Create lessons/activities – July/August 2018
  - Create pre/post assessments – July/August 2018
  - Implement RTI – September 2018
  - Data Review – Bi-Weekly
  - Assess Program – Mid Year
  - Make adjustments – January 2019
  - Continue Cycle – January-May 2019
2. Implement Summit Learning in 8<sup>th</sup> Grade English
  - Provide Summit Learning Mentoring and Outcomes training to administration and 8<sup>th</sup> grade teacher - June 2018 through July 2018
  - Unpack Project and Personalized Learning
  - Roll out Designing Learning Experiences

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- Introduce to Mentoring : The Connecting Check-In (for administration)
  - Identify, Understanding, and implementing The 16 Habits of Success
  - Administration and Teacher establish The Commitments to facilitate the creation of an environment conducive to change
  - Unpack the Cognitive Skills, Curriculum, and Assessments
  - Identify the English Instructional Routines
  - Observations, Feedback, Checkpoints
3. Utilize Expeditionary Learning Curriculum and differentiated ELA stations.
- Purchase Curriculum – June 2018
  - Plan PD around curriculum and differentiated ELA stations – June 2018
  - Elizabeth Shock, Lighthouse Literacy Specialist, will conduct on-going professional development in the science of reading and differentiated ELA stations
  - Train teachers on Curriculum – July/August 2018
  - Train teachers on differentiated ELA stations – July/August 2018
  - Teachers instruct using curriculum/differentiated ELA stations – ongoing
  - Admin Classroom Walk Thru (CWT), observations, relevant and actionable feedback sessions – ongoing
4. Implement Restorative Approach to increase scholars' daily attendance. This platform will help scholars form successful habits for developing a growth mindset while increasing conflict resolution skills. CPA will incorporate The Restorative *PlayBook* to guide a shift in adults thinking, beliefs, and equip team members with strategies to use every day and through the school year.
- Provide adult professional learning - August 2018
  - Secure baseline data – August 2018
  - Track Data – August 2018 through December 2018
  - Build healthy relationships between educators and scholars – August 2018 and ongoing
  - Reduce, prevent, and improve harmful behaviors – August 2018 and ongoing
  - Repair harm and restore positive relationships – August 2018 and ongoing
  - Resolve conflict and hold individuals and groups accountable– August 2018 and ongoing
  - Address and discuss needs of the school community – August 2018 and ongoing
  - Analyze recorded behaviors - August 2018 through December 2018
  - Repeat Processes - January 2018 through May 2019
  - Chart Results between first and second semesters - May 2019
5. Implement (with fidelity) EdReflect as an Observation Engine to:
- Formulate professional conversations (including common language) between teachers and administration
  - Provide immediate (within 48 hours), meaningful, and actionable feedback through a shared electronic platform
  - Increase collaboration and transparency between team members
  - Access to credentialed modules that could increase inter-rater reliability and personal skills
  - Provide a wealth of resources to deepen the understanding of the teaching and learning practices

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- Distribute Smart Cards for Teachers and Specialty Areas as tools that provide immediate references to the four Domains and 22 Components
- Develop Team members' Track Placement
- Unfold Professional Learning Communities (PLCs) to support teachers implementing best practices to enhance scholars achievement, develop Word Walls, and analyzing the data to drive instruction
- Utilize Self-Assessments, Professional Growth Plans (PGPs), observations, meetings, ratings, feedback (The Art of 2-Minute Feedback), artifacts, rubrics, evidence overview, coaching protocols, and reflective practices to create a laser focus for support and assist with closing academic gaps

6. Begin JLCS writing initiative Sept. 2018-March 2019.

- Provide PD on writing instruction. Summer PDI 2018
- Create a writing plan for instruction/assessments for the year.
- Administer quarterly writing assessments. September 2018-March 2019
- Purchase a typing program for scholars to become more proficient on typing skills.

Expected Outcomes and Improvements or gains by implementing this evidenced based initiative, intervention or strategy:

- An increase in the number of scholars performing on or above grade level based upon NWEA
- School growth will increase based on ACT Aspire data
- Increase in scholars performing at the ready and exceeding level on ACT Aspire
- Efficiency in grammar and mechanics fluency (effective essay writing)
- Increase in usage of mathematical problem solving strategies
- More individualized instruction geared at meeting scholars at their academic needs
- Implement Restorative Approaches to increase scholars' daily attendance.
- Increase scholars' daily attendance to substantially improve the likelihood of academic success

Through EdReflect, team members will deepen their understanding and implementation of *Framework for Teaching (FtT)*