

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

Mathematics 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 math for all grade levels:

7th = 44% SPG to 50% SGP

9th = 43% SPG to 50% SGP

8th = 38% SPG to 45% SGP

10th = 41% SPG to 45% 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:

7th = 24% to 30%

9th = 18% to 25%

8th = 13% to 20%

10th = 17% to 24%

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)

- During Summer PDI, a quality Response to Intervention (RTI) program will be designed to detect early identifications and support scholars with deficient mathematics skills.
- Research 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
- Begin taking ACT Aspire Interim and classroom assessments
- Implement Summit Learning in 8th Grade Math
- Provide Summit Learning Mentoring and Outcomes training to administration and 8th grade teachers - June 2018 through July 2018
- Unpack Project and Personalized Learning
- Roll out Designing Learning Experiences
- Introduce to Mentoring : The Connecting Check-In (for administration)
- Identify, Understand, and implement The 16 Habits of Success
- Administration and Teacher establish The Commitments to facilitate the creation of an environment conducive to change
- Unpacking the Cognitive Skills, Curriculum, and Assessments
- Identifying the Math Instructional Routines
- Observations, Feedback, Checkpoints,
- Utilize Eureka Math Curriculum and differentiated math stations.
- Purchase Curriculum – June 2018
- John Osborn, Lighthouse Math Specialist, will conduct on-going professional development in the areas of data driven instructions, small group/station Math groups, and interventions in the class for Tier I instruction starting July 2018 and continuing throughout the school year.
- Plan PD around curriculum and differentiated math stations – June 2018

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

Mathematics Goal Statements (Include your data analysis)

- Train teachers on Curriculum – July/August 2018
- Train teachers on differentiated math stations – July/August 2018
- Teachers instruct using curriculum/differentiated math stations – ongoing
- Admin Classroom Walk Thru (CWT), observations, relevant and actionable feedback sessions – ongoing
- Additional training – as needed

1. 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

2. 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
- 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
- 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, create and update data walls to shape instruction, 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

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

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

Mathematics Goal Statements (Include your data analysis)

- School growth will increase based on ACT Aspire data
- Increase in scholars performing on the Ready and Exceeding level as determined by ACT Aspire
- Efficiency in mathematical fluency
- 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 (FFT)*