

Lighthouse School Improvement Plan Name of School:  
 Jacksonville Lighthouse Charter Schools: Flightline  
**Science/ELA/Reading/Math/Student Engagement Goal  
 Statements (Include your data analysis)**

**SCIENCE-** Goal Statement 1: By June 2020, 70% of Flightline scholars will be Proficient on the Science ACT Aspire test. In 2019, 80 out 141 scholars (57%) scored Proficient on the ACT Aspire in Science. By targeting 22 of the Close and new scholars we will be able to reach our goal of 70% with 141 scholars. By increasing Science scores, Flightline’s School Quality and Student Success (SQSS) will increase.

Goal Statement 2: Teachers will be retained and trained to use NGSS-aligned best practices, lab investigations, and Scientific Data Analysis to increase engagement and opportunities for 21<sup>st</sup> century STEM-related careers.

Goal Statement 3: 5/6 Teachers and students will utilize Summit Learning online platform for science instruction. The use of a personalized learning platform will increase our ability to differentiate for various levels of learners, and will allow each individual student to take ownership of their own learning, progress, and mastery of skills.

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. Teachers will execute hands-on interactive science lessons 2-3 times per week.
  - Admin observations/feedback sessions – ongoing – Weekly Grade Level Meetings
  - Quarterly review of ACT ASPIRE Science Data for instructional purposes and tracking – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>
    - Analyze data and identify specific standards or topics that were not mastered to reteach in a different way
    - Teachers will provide a list of standards they need to reteach or review in depth with their individual classes before spring testing occurs.
    - Teachers will include timeline for when and how the standards will be reviewed or retaught completely, as well as how they will assess to ensure scholars have an understanding of the content.
  
2. Teachers will create pre/post assessments for science content and skills.
  - Plan PD for interpretation of NGSS standards and test design utilizing Webb’s Depth of Knowledge – June 2019
  - Provide PD training – July/August 2019
  - - Science teachers provided with various examples of questions and activities from different DOK levels. Focus of science training during summer was: Become more familiar with NGSS; Viewing sample year long plans from other Arkansas school districts; Collaborate with district level science teachers from similar grade levels; Begin lesson planning for Semester I., Participate in inquiry based labs that incorporate multiple NGSS standards and identify which standards were incorporated within the labs; Teachers provided with copies of lab materials from the day so they could add to their lesson inventory
  - Teachers instruct using strategies in classrooms – ongoing
    - Teachers incorporating passages and questions during lessons that are similar to what scholars will see on ACT Aspire tests.
    - Teachers providing scholars with detailed feedback on their responses and how to identify what specific data or content the questions are looking for.
  - Admin observations/feedback sessions – ongoing

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- Science teachers provided with feedback on observed lessons and structures in place within science classes.  
Teachers provided with additional lesson planning support to help create lessons appropriate for grade level, ability level, and according to areas of deficiency according to assessment data
  - Quarterly review of ACT ASPIRE Science Data for instructional purposes and tracking – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>
3. Teachers will utilize components of **Summit Learning (personalized learning online platform)** to meet the needs of specific learners. The components include weekly meetings with an assigned mentor, Student Directed Learning (SDL) time during which they have complete control of their own skills mastery and pacing, Power Focus Area mini-assessments, viewing resources connected to assigned lessons, teacher directed workshops to assist with skills not mastered, setting SMART Goals (daily, weekly, monthly, and yearly) and Project Based learning. Through this program, students will develop the learning skills necessary to become life-long learners. They will also become more self-aware of their own strengths, weaknesses, learning styles, while also learning how to effectively communicate with peers and teachers in a professional learning environment.

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 ACT Aspire Interim and Summative science assessment.
- A higher interest in science and STEM activities.
- Scholars will have a greater ability to analyze data, process information, and problem solve.

**READING/ELA/WRITING:** Goal Statement #1: By June 2020, 65% of Flightline scholars will be Proficient on the Reading ACT Aspire test. In 2019, 76 out of 141 scholars (54%) scored Proficient on the ACT Aspire in Reading. By targeting 19 of the Close and new scholars we will be able to reach our goal of 65% in 2020 with 141 scholars. By increasing Reading scores, we will increase our overall ESSA score.

Goal Statement 2: By June 2020, 85% of Flightline scholars will meet the benchmark for ELA ACT Aspire. In 2019, 117 out of 141 scholars or 83% of the total population met the benchmark for ELA ACT Aspire. By moving 21 of the Close scholars or new scholars we will meet our goal of 85% in 2020 with 141 scholars. By increasing ELA scores, all areas of the 2019 ESSA report (Achievement and Growth) will increase.

Goal Statement 3: 5/6 Teachers and students will utilize Summit Learning online platform for language arts instruction. The use of a personalized learning platform will increase our ability to differentiate for various levels of learners, and will allow each individual student to take ownership of their own learning, progress, and mastery of skills.

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1. A quality RTI program will be designed during Summer PDI that focuses data or reading/writing skills scholars continue to struggle on. Pre/Post assessments will be created to track scholar progress.
  - a. Maximize schedule for Reading- May 2019
  - b. Create RTI groups – June/July 2019
  - c. Identify skills – June/July 2019
  - New standards/skills identified for Semester II
  - Stations developed and designed to allow for additional practice time on deficient skills
    - d. Implement RTI – September 2019
    - e. Data Review – Weekly
    - f. Assess Program – Mid Year – Completed by end of Semester I
    - g. Make adjustments – January 2020
  - Instructional specialist contacted and met with to devise plan for teacher PD on Jan. 18
  - Focus will be on providing direct teacher small group instruction as a rotation station during RTI
  - Secondary will be developing 2 additional sustainable and student-driven rotation stations which will not require direction or full attention from classroom teacher.
  - Additional student stations will help scholars improve their reading fluency and increase their Lexile reading levels
  - Scholars will be further grouped according to where they are performing within a quartile.
    - h. Continue Cycle – January-May 2019
2. Implement the Arkansas RISE initiative in grades K-6.
  - a. Train teachers to use DBQ Essays- July/August 2019
  - b. Implement DEAR- August 2019
  - c. Provide professional development opportunities to teachers of reading - June 2018 and ongoing BrainsRead training for all K-6 non-RISE trained instructional staff
  - d. Work with reading specialists and APSRC to monitor and make adjustments as needed. June 2018-ongoing
3. Begin JLCS writing initiative August 2019-May 2020.
  - a. Provide PD on writing instruction. Summer PDI 2019 throughout the year
  - b. Create a writing plan for instruction/assessments for the year. –Instruction
  - c. Administer quarterly writing assessments. August 2019-May 2020
4. Teachers will utilize components of Summit Learning (personalized learning online platform) to meet the needs of specific learners. The components include weekly meetings with an assigned mentor, Student Directed Learning (SDL) time during which they have complete control of their own skills mastery and pacing, Power Focus Area mini-assessments, viewing resources connected to assigned lessons, teacher directed workshops to assist with skills not mastered, setting SMART Goals (daily, weekly, monthly, and yearly) and Project Based learning. Through this program, students will develop the learning skills necessary to become life-long learners. They will also become more self-aware of their own strengths, weaknesses,

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learning styles, while also learning how effectively communicate with peers and teachers in a professional learning environment.
<p>Expected Outcomes and Improvements or gains by implementing this evidenced based initiative, intervention or strategy:</p> <ul style="list-style-type: none"> <li>● An increase in the number of scholars reading on or above grade level based upon NWEA and ACT Aspire data.</li> <li>● An increase in scholars who are proficient in the area of writing.</li> <li>● Efficiency in phonological awareness and phonics.</li> <li>● Increase in usage of reading strategies to utilize when comprehending texts.</li> <li>● Increase in academic vocabulary usage and awareness</li> </ul>

<p><b>Student Engagement:</b> Goal Statement 1: By June 2020, 85% of scholars will have 5% or fewer absences. In 2019, 78% of scholars were absent less than 5% of the school year. By increasing scholar attendance, Flightline’s Student Engagement score will increase.</p>
<p>Goal Statement 2: By June 2020, less than 2% of scholars will have more than 10% or more absences. In 2019, 5% of scholars missed more than 10% of the school year.</p>
<p>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)</p> <ol style="list-style-type: none"> <li>1. We will begin our proactive approach to student attendance by communicating with families the state laws, importance of their child being at school for learning, importance of overall attendance percentage for school report card grade, and building a student’s sense of belonging with their peers at school.</li> <li>2. We will proactively monitor student absences and follow our school policies for communicating with families when students reach specific days absent. Absence reports will be run weekly and communication with families will occur accordingly.</li> <li>3. School teams will create incentives for students with zero absences and three or less absences each quarter.</li> </ol> <p>Outcomes:</p> <ol style="list-style-type: none"> <li>1. By following our action plans for student absences, we will expect to see an increased awareness in the importance of students attending school on a daily basis.</li> <li>2. We will see a decrease in student absences unless there are unavoidable circumstances preventing students from attending school for a minimum of ¾ of the school day.</li> </ol>

<p><b>MATH:</b> Goal Statement #1: By June 2020, 75% of Flightline scholars will be Proficient on the Math ACT Aspire test. In 2019, 96 out of 141 scholars (68%) scored Proficient on the ACT Aspire in Math. By targeting 19 of</p>
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the Close scholars we will be able to reach our goal of 75% in 2020 with 141 scholars. By increasing Math scores, we will increase our overall ESSA score.

Goal Statement 2: By May 2020, increase scholars' willingness to take ownership of their academic progress in the area of mathematics.

Goal Statement 3: 5/6 Teachers and students will utilize Summit Learning online platform for Mathematics instruction. The use of a personalized learning platform will increase our ability to differentiate for various levels of learners, and will allow each individual student to take ownership of their own learning, progress, and mastery of skills.

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)

5. A quality RTI program will be designed during Summer PDI that focuses data or mathematics skills scholars continue to struggle on. Pre/Post assessments will be created to track scholar progress.
  - Data Review – Weekly –Ongoing; reviewed after each assessment
  - Teachers will begin submitting a weekly progress report on each scholar enrolled in their RTI class based off the identified standards or skills they have not mastered. These reports will track their progress toward mastery, and will be tracked electronically. Teachers will primarily be responsible for weekly assessment toward mastery and providing the progress report to admin., who will then place into the tracker.
  - Assess Program – Mid Year
  - National and local leaders reviewed RTI program and effectiveness and identified the following as immediate needs for adjustment: (Direct differentiated small group instruction, tracking progress for individual scholars, use of technology programs, revise groups for smaller class size). Math fluency identified as critical need for NS scholars.
  - Continue Cycle – January-May 2020
  
6. Implement school computer based math program academic challenge.
  - Research effective computer based math programs – May/June 2019 –Complete (Mobymax, Edulastic, Learning Blade)
  - Purchase program - June 2019
  - Enroll scholars into program – July 2019 New scholars enrolled by admin
  - Use NWEA scores to create Individualized Programs- September 2018 –Complete; 1-1 goal meetings held before and after each NWEA assessment
  - Weekly, Monthly, Quarterly Incentives – Ongoing
  - Teachers assign focus skill activity based off of scholar needs
  - Teachers provided time with math specialist during training to begin creating additional lessons for individual scholars. Math specialist also helping create lessons on program.
  - Teachers and PAL review data - Monthly
  
7. Utilize Math Curriculum and differentiated math stations to support all scholars.
  - Teachers instruct using curriculum/differentiated math stations – ongoing

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-Teachers provided time to plan with math specialist on what stations would be most beneficial to include in general math classes. Discussed logistics and resources needed for stations.

- Admin observations/feedback sessions – ongoing
- Additional training – as needed

8. Teachers will utilize components of **Summit Learning (personalized learning online platform)** to meet the needs of specific learners. The components include weekly meetings with an assigned mentor, Student Directed Learning (SDL) time during which they have complete control of their own skills mastery and pacing, Power Focus Area mini-assessments, viewing resources connected to assigned lessons, teacher directed workshops to assist with skills not mastered, setting SMART Goals (daily, weekly, monthly, and yearly) , and Math Units. Through this program, students will develop the learning skills necessary to become life-long learners. They will also become more self-aware of their own strengths, weaknesses, learning styles, while also learning how effectively communicate with peers and teachers in a professional learning environment.

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 and ACT Aspire data.
- Efficiency in mathematical fluency.
- Increase in usage of mathematical problem solving strategies.
- More individualized instruction geared at meeting scholars at their academic needs.
- Increase in being able to use math in the real-world