



# **School Improvement Plan**

## Lighthouse Education Center

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## **Introduction**

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

# **Improvement Plan Assurance**

## **Introduction**

During the 2016-2017 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.

### Improvement Plan Assurance

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Which option was chosen for Goals and Plans?	Goals and Plans in ASSIST	See Goals and Plans in Assist	

# **Lighthouse Education Center School Improvement Plan 2015-2018**

## **Overview**

### **Plan Name**

Lighthouse Education Center School Improvement Plan 2015-2018

### **Plan Description**

Revised plan August 4, 2015



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All Lighthouse Education students will increase skills in the area of Reading Comprehension.	Objectives: 1 Strategies: 2 Activities: 2	Academic	\$0
2	80% of students who have attended Lighthouse Education Center for at least 1 consecutive year will show a decrease in the number of behavioral referrals.	Objectives: 1 Strategies: 2 Activities: 3	Organizational	\$4650
3	All students will work towards proficiency in Math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0

## Goal 1: All Lighthouse Education students will increase skills in the area of Reading Comprehension.

### Measurable Objective 1:

80% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency increase at their individual functioning level on the AIMSweb MAZE or NWEA assessment in Reading by 08/03/2018 as measured by AIMSweb or NWEA.

### Strategy 1:

Graphic Organizers - Materials:

Overhead Projector or computer projector

Transparency and individual student paper copies of graphic organizers, one per student.

Teachers will introduce students to graphic organizer that is appropriate for the lesson being taught.

Students will practice using graphic organizers during instructional time.

Students will use graphic organizers during reading to aid in comprehension.

Evaluation of Effectiveness:

Compare the students' scores on comprehension questions or skill sheets before and after implementation of this intervention.

Category:

Research Cited: Dexter, D. D., & Hughes, C. A. (2011). Graphic organizers and students with learning disabilities: a meta-analysis. Learning Disability Quarterly, 34(1), 51-72. Retrieved from <http://search.proquest.com/docview/889930469?accountid=15099>

Tier:

Activity - Monitor Graphic Organizer Implementation	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor the implementation and correct use of graphic organizers through Professional Learning Committee, staff meeting, walk through, and lesson plan.  Evaluation of Effectiveness: Compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention	Academic Support Program			08/04/2015	08/03/2018	\$0	General Fund	Administration, teaching staff, paraprofessionals

**Strategy 2:**

Students will use the Self-Questioning Strategy when reading. - The Self-Questioning Strategy helps students create their own motivation for reading. Students create questions in their minds, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves.

Research results have shown average gains of 40 percentage points in reading comprehension on grade-level materials after students have learned this strategy.

Category:

Research Cited: The University of Kansas Center for Research on Learning. Hock, M., & Mallard, D., (2005)

Tier:

Activity - Self-Questioning Strategy	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will create questions, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves to help increase reading comprehension. This strategy will help students achieve Common Core State Standards requirements of grade level content.	Academic Support Program			08/04/2015	08/03/2018	\$0	General Fund	Teachers and Paraprofessionals

**Goal 2: 80% of students who have attended Lighthouse Education Center for at least 1 consecutive year will show a decrease in the number of behavioral referrals.**

**Measurable Objective 1:**

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demonstrate a proficiency in using de-escalation techniques, behavioral modification strategies, and teach pro-social behaviors to help students cope with their emotions by 08/03/2018 as measured by SWIS data and classroom data (point sheets).

### Strategy 1:

Social Skills - Staff will use TCI de-escalation techniques to decrease referrals to supervised study. Staff will use researched behavior modification strategies and will teach pro-social behaviors.

Category:

Research Cited: THERAPEUTIC CRISIS INTERVENTION SYSTEM: Residential Child Care Project, Cornell University. For more information:

[http://rccp.cornell.edu/assets/TCI\\_SYSTBULLETIN.pdf](http://rccp.cornell.edu/assets/TCI_SYSTBULLETIN.pdf)

Tier:

Activity - TCI Review	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review and practice TCI during teaching inservice to ensure knowledge and skill level	Behavioral Support Program			08/04/2015	08/03/2018	\$3000	General Fund	all professional, paraprofessional, and ancillary staff

### Strategy 2:

Positive Behavior Supports - Lighthouse has a positive behavior supports plan that has a system based on rewarding students for displaying appropriate behavior in a variety of aspects of the program.

Category:

Research Cited: Randy Sprick's Safe and Civil Schools project (University of Oregon) has been implemented at Lighthouse for several years.

Tier:

Activity - PRIDE	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The students are taught a variety of behavioral expectations for different areas throughout the school building. Posters will be displayed throughout the school reminding students of specific expectations. Videos will be used to model for students how each expectation looks and sounds throughout the school building.	Behavioral Support Program			08/03/2018	08/03/2018	\$50	General Fund	Teachers, paraprofessionals, custodians, secretaries, administration

Activity - Positive After School	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Positive After School is an incentive for students who have been modeling positive behaviors throughout the school building as part of the school wide PBIS program. Students will have the opportunity to stay after school 1 to 2 times per month to participate in the Positive After School program. During this time students will engage in activities that are of interest to them while practicing positive social behaviors.	Extra Curricular, Behavioral Support Program			08/31/2015	08/03/2018	\$1600	General Fund	Teachers and Paraprofessionals
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### Goal 3: All students will work towards proficiency in Math.

#### Measurable Objective 1:

90% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh and Twelfth grade Black or African-American, Asian, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency rating of partially proficient or above on the MEAP, or a rating of attained or above on the MI-Access in Mathematics by 06/03/2016 as measured by MEAP and MI-Access..

#### Strategy 1:

Differentiated Instruction - Students will be assessed and data will be used to determine their level of functioning with regard to math readiness skills. Next, teachers will organize lessons and activities around the diverse needs within the classroom. Activities will provide challenges for higher performing students and remediate deficit areas for others. Thus students are not singled out for having a different skill set, but get to feel included in activities and instruction.

#### Category:

Research Cited: Bloom, Rachel Marie, 2010, Implementation Practices of Differentiated Instruction in the Upper Elementary and Middle School Math Classroom: A Discovery through Grounded Theory

#### Tier:

Activity - Differentiated Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Differentiated Instruction (sometimes referred to as differentiated learning) is a way of thinking about teaching and learning. The goal of differentiated instruction is to increase each student's learning potential, given mixed ability classrooms. This technique involves using a variety of instructional strategies that address diverse student learning needs.	Direct Instruction			08/27/2013	06/03/2016	\$0	General Fund	Elementary and secondary teaching staff

Activity - Multiple strategies in Algebra	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

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<p>Strategies to be implemented</p> <ol style="list-style-type: none"> <li>1.Emphasize the big ideas</li> <li>2. Use friendly numbers to teach new concepts. ( use whole numbers vs. decimals)</li> <li>3.Emphasize multiple representations</li> <li>4. Use learning by discovery teaching strategies.</li> <li>5. Learn to recognize correct thinking in students even when its incomplete</li> </ol>	<p>Academic Support Program</p>			<p>09/03/2013</p>	<p>05/27/2016</p>	<p>\$0</p>	<p>General Fund</p>	<p>The middle school, high school teachers and administrati on</p>
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## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### General Fund

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
TCI Review	Review and practice TCI during teaching inservice to ensure knowledge and skill level	Behavioral Support Program			08/04/2015	08/03/2018	\$3000	all professional, paraprofessional, and ancillary staff
Differentiated Instruction	Differentiated Instruction (sometimes referred to as differentiated learning) is a way of thinking about teaching and learning. The goal of differentiated instruction is to increase each student's learning potential, given mixed ability classrooms. This technique involves using a variety of instructional strategies that address diverse student learning needs.	Direct Instruction			08/27/2013	06/03/2016	\$0	Elementary and secondary teaching staff
Positive After School	Positive After School is an incentive for students who have been modeling positive behaviors throughout the school building as part of the school wide PBIS program. Students will have the opportunity to stay after school 1 to 2 times per month to participate in the Positive After School program. During this time students will engage in activities that are of interest to them while practicing positive social behaviors.	Extra Curricular, Behavioral Support Program			08/31/2015	08/03/2018	\$1600	Teachers and Paraprofessionals
Self-Questioning Strategy	Students will create questions, predict the answers to those questions, search for the answers to those questions as they read, and paraphrase the answers to themselves to help increase reading comprehension. This strategy will help students achieve Common Core State Standards requirements of grade level content.	Academic Support Program			08/04/2015	08/03/2018	\$0	Teachers and Paraprofessionals

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PRIDE	The students are taught a variety of behavioral expectations for different areas throughout the school building. Posters will be displayed throughout the school reminding students of specific expectations. Videos will be used to model for students how each expectation looks and sounds throughout the school building.	Behavioral Support Program			08/03/2018	08/03/2018	\$50	Teachers, paraprofessionals, custodians, secretaries, administration
Monitor Graphic Organizer Implementation	Monitor the implementation and correct use of graphic organizers through Professional Learning Committee, staff meeting, walk through, and lesson plan.  Evaluation of Effectiveness: Compare the students' scores on comprehension questions or skill sheets or reading tests before and after implementation of this intervention	Academic Support Program			08/04/2015	08/03/2018	\$0	Administration, teaching staff, paraprofessionals
Multiple strategies in Algebra	Strategies to be implemented 1. Emphasize the big ideas 2. Use friendly numbers to teach new concepts. (use whole numbers vs. decimals) 3. Emphasize multiple representations 4. Use learning by discovery teaching strategies. 5. Learn to recognize correct thinking in students even when its incomplete	Academic Support Program			09/03/2013	05/27/2016	\$0	The middle school, high school teachers and administration