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View Priority

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- Priority 1: Goal: To improve all student subgroups' reading analysis, comprehension and critical thinking skills through a comprehensive standards-based core curriculum, supplemental programs and activities that focus on remediation and enrichment.
- Supporting Data:
1. IN SY 2009-2010, 180 students took state-administered criterion-referenced tests in literacy. 67.8% of the combined student population (122/180) scored at or above the proficient level. 86.6% of Caucasian students (71/82) scored at or above the proficient level. 54% of African-American students (47/87) scored at or above the proficient level. 63.4% of Economically Disadvantaged students (52/82) scored at or above the proficient level.
 2. Literacy scores for 2009-2010 reflect combined performance that is near the state average. Subgroup performance for specific populations, including African-American and low SES students, reflect scores that fall below the state average.
 3. 75% of teachers are within their first three years of teaching.
 4. Average daily attendance for SY 2009-2010 was 96%.
 5. Parental Involvement- 63% of families attended Open House in SY 2009-2010; 80% of families received a home visit prior to the start of school by their child's homeroom teacher in SY 2009-2010.
- Goal: All identifiable student subgroups at Jacksonville Lighthouse Charter School will meet the academic goals specified in the charter in literacy. In order to fulfill this goal, JLCS will utilize a comprehensive standards-based core curriculum, supplemental programs and activities that focus on remediation and enrichment. Special areas of focus will include: Reading-Content, Practical Passages and Writing Content and Style.
- Benchmark: At the end of 2010-2011, 78.4 % of our combined student population in grades K-5 will score at or above the proficient level on the state's ELA Benchmark Exam. At the end of 2010-2011, 75.7% of our combined population in grades 6-7 will score at or above the proficient level on the state's ELA Benchmark Exam.

Intervention: Jacksonville Lighthouse Charter School will work to ensure that students improve their reading fluency and comprehension.				
Scientific Based Research: Scientific Based Research: Graves, Michael F. Teaching reading in the 21st century. Boston: Allyn and Bacon, 1998. Print; The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction. Robert Marzano. ACSD, 2007				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff will use The Learning Institute and NWEA data to track and analyze student achievement in reading at least once a month and to guide instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity	Principal and Director of Instructions	Start: 07/01/2010 End: 06/30/2010		ACTION BUDGET: \$
Students who are not mastering objectives or making expected growth as indicated by TLI formative assessments and NWEA data will be required to attend our Extended Learning Program held after school, on select Saturdays and during the summer. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide	Principal, Director of Instruction	Start: 09/01/2010 End: 06/30/2010		NSLA (State-281) - Employee Benefits: \$2000.00 NSLA (State-281) - Employee Salaries: \$4000.00 ACTION BUDGET: \$6000

<p>The Principal and instructional staff will use Classroom Walk-Throughs (CWT) software to develop instructional snapshots data that will be used to inform instruction and delivery. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation</p>	<p>Principal, Directors of Instruction</p>	<p>Start: 08/17/2010 End: 06/30/2011</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Title I Program will include utilization of Differentiation Instruction and workshops to insure that proficiency levels are achieved by all students Action Type: Collaboration Action Type: Equity</p>	<p>Principal, Director of Instruction</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Academic Improvement Plans will be fully implemented for students scoring below proficient on state assessments Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity</p>	<p>Principal, Director of Instruction, Instructional Facilitator</p>	<p>Start: 08/17/2010 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Curriculum training will be provided for all staff to facilitate implementation of Imagine It! reading program and other aspects of Open Court Reading to increase student's reading comprehension and fluency. Action Type: Collaboration Action Type: Title I Schoolwide</p>	<p>Principal</p>	<p>Start: 08/17/2010 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Title I resources are used to support the regular educational program. Highly Effective Paraprofessionals are used to work with targeted students in addition to small group and one on one instruction by the classroom teacher. Action Type: AIP/IRI Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Principal</p>	<p>Start: 07/01/2010 End: 06/30/2010</p>		<p>_____</p> <p>ACTION BUDGET: \$</p>
<p>Title I funds will be used to hire 1.0 HQ FTE ELA teacher who will be assigned to support and build skills for students who are below proficient in the area of literacy. Materials and supplies will be purchased. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Title I Schoolwide</p>	<p>Principal</p>	<p>Start: 07/01/2010 End: 06/30/2010</p>		<p>Title I - Employee \$18500.00 Salaries: Title I - Employee \$6500.00 Benefits: _____ ACTION BUDGET: \$25000</p>
<p>Total Budget:</p>				<p>_____</p> <p>\$31000</p>