

Pine Bluff Lighthouse Charter Schools Elementary and Middle School Campus School Improvement Plan 2022-23

Plan	
<p>Needs Assessment: The leadership team worked through a theory of change. After reviewing the School Improvement Plans from the past and collaborating with the leadership team and the staff to identify the root causes of problems of practice based on data sets from grades K-8.</p> <p>The following data sets were identified:</p> <ul style="list-style-type: none"> ● 2021 ACT Aspire scores showed 72% of scholars (114/158 students) are in Need of Support in Reading. 11% of scholars were ready. <ul style="list-style-type: none"> ○ 2021 ACT Aspire scores showed 78% of scholars (123/158 students) are in Need of Support in Science. 8% of scholars were ready. ● 2021 ACT Aspire scores showed 55% of scholars (87/158 students) are in Need of Support in Math. 5% of scholars were ready. ● In 2020-2021 25% of scholars met their Reading goal. 24% of K - 2nd graders were considered Ready in reading, and 7% of 3rd - 8th graders were considered Ready in reading on NWEA. ● In 2020-2021 19% of scholars met their Math goal. 28% of K - 2nd graders were considered Ready in math, and 10% of 3rd - 8th graders were considered Ready in math on NWEA. ● In 2021-2022, 63% of scholars had less than 5% absent rate. ● In 2021-2022, 43% of all academic staff were fully certified. ● In 2021-2022 overall student behavior and culture was a concern to staff. ● In 2021-2022, 59% of classroom teachers were novice (3 or less years experience). <ul style="list-style-type: none"> ○ 41% of classroom teachers were first year teachers. 	<p>Priorities:</p> <ol style="list-style-type: none"> 1. Increase reading achievement and growth through the use of the Science of Reading strategies, rigorous curriculum, ongoing teacher development, and small group, individualized learning with a focus on projects and data. 2. Build teacher capacity and retention through ongoing support and development. 3. Increase math and science achievement and growth through the use of rigorous curriculum, ongoing teacher development, individualized instruction, and hand-on, project based learning and data driven teaching. 4. Implement a school culture plan to improve behavior, attendance, and participation of families/community members.
<p>Goals:</p> <ol style="list-style-type: none"> 1. Decrease the percent of students in Needs Support on the ACT Aspire in Reading from 72% to 60% for the 2022-2023 school year. <ol style="list-style-type: none"> a. Increase the percent of students who are Ready/Exceeding on the ACT Aspire from 11% to 20% for the 2022-2023 school year. b. Increase Ready on NWEA Spring from 24% to 35% for K - 2. c. Increase Ready on NWEA Spring from 7% to 15% for 3rd - 8th. d. Increase the % of all scholars meeting their goals from 25% to 45% 2. Decrease the number of Needs Support on the ACT Aspire in Science from 78% to 65% for the 2022-2023 school year. <ol style="list-style-type: none"> a. Increase the percent of students who are Ready/Exceeding from 8% to 15% for the 2022-2023 school year. 3. Decrease the number of Needs Support on the ACT Aspire in Math from 55% to 45% for the 2022-2023 school year. <ol style="list-style-type: none"> a. Increase the percent of students who are Ready/Exceeding on the ACT Aspire from 5% to 15% for the 2022-2023 school year. b. Increase Ready on NWEA Spring from 28% to 38% for K - 2. c. Increase Ready on NWEA Spring from 10% to 20% for 3rd - 8th. d. Increase the % of all scholars meeting their goals from 19% to 40%. 4. Increase percent of certified staff from 43% to 60% for the 2022-2023 school year. 5. Increase percent of scholars with less than 5% absent rate from 63% to 75% for the 2022-2023 school year. 6. The school will retain 90% of scholars K - 7th grade at the end of the 2022-2023 school year by implementing positive behavior interventions and support (PBIS) and events to celebrate performance of groups and individuals in the school and community. 7. The school will retain 90% of all staff at the end of the 2022-2023 school year. 	
<p>Theory of Change If leaders collaborate to identify and provide resources and support for the use of evidence-based practices and data-driven decision-making, to promote</p>	

engaging and relevant instruction in every classroom, and

If building and teacher leaders provide the time, space, training, and support to implement evidence-based practices for Science of Reading and effective pedagogy in every classroom through TESS, principles of the science of reading, using data to make decisions, and consistent coaching, and

If teachers are fully invested and practicing evidence-based strategies in every class based on their professional development, best practices acquired from PLCs, coaching conversations, and scholar data, THEN

Scholars will be fully prepared to become academically sound, technologically savvy, culturally competent, and sustainability-conscious entrepreneurs.

Goal 1: Decrease the percent of students in Needs Support on the ACT Aspire in Reading from 72% to 60% for the 2022-2023 school year.

- a. Increase the percent of students who are Ready/Exceeding on the ACT Aspire from 11% to 20% for the 2022-2023 school year.
- b. Increase Ready on NWEA Spring from 24% to 35% for K - 2.
- c. Increase Ready on NWEA Spring from 7% to 15% for 3rd - 8th.
- d. Increase the % of all scholars meeting their goals from 25% to 45%

Actions (Do)	Person (S) Responsible	Timeline	Evidence of Monitoring
ELA teachers work with Literacy Specialists to review current ELA pacing guides and make necessary adjustments to include Phonemic Awareness and Phonics after unpacking standards.	*Education Director *Assistant Education Director *Literacy Specialist *Interventionists District personnel	Weekly throughout the year.	Lesson plans Student assessments Observations
Teachers will plan lessons based on the science of reading and grade level standards using research based resources and strategies	Assistant Education Director Specialist District personnel	Weekly throughout the year.	Lesson plans Student assessments Observations
Teachers will be planning differentiating stations for their entire structured blocks. All lessons will follow the same station structure.	*Education Director *Assistant Education Director *Specialists Teachers	Weekly Revisit each month through May	Lesson plans Student assessments Observations
Teachers will utilize the interventionists and specialists to provide tailored instruction to Tier 2 and Tier 3 scholars during small groups..	*Education Director *Assistant Education Director *Specialists Teachers Interventionists District personnel	Weekly	Lesson plans Student assessments Observations NWEA iReady
The School Based Intervention Team will provide support in the classrooms and with identifying learning & behavior needs/plans for students across the building	*Education Director *Assistant Education Director *Specialists Interventionists	Weekly	Google Form Teacher feedback iReady NWEA
Utilize online learning tools in small group stations to increase mastery of grade level standards.	*Education Director *Assistant Education Director *Specialists Teachers Interventionists District personnel	Daily	Lesson plans iReady NWEA Observations
All newly enrolled students will be screened prior to the start of school utilizing Dibels and/or Benchmark Assessments.	*Assistant Education Director *Specialists Teachers	August September As needed	Screener data
Teachers will meet weekly in their PLC to plan Just Right lessons based on formative data	*Education Director *Assistant Education Director *Specialists	Weekly	Agendas Observations Student assessments
Utilize the interventionists to provide differentiated instruction to all Tier 2 and Tier 3 scholars.	*Education Director *Assistant Education Director *Specialists District personnel	Daily	Google forms Lesson plans Student assessments
Teachers will have intentional PD and sessions with each other bi-monthly on how to infuse literacy and projects into every discipline.	*Education Director *Assistant Education Director *Specialists	Bi-weekly	Agendas PPTs Observations

	District personnel		Lesson plans Student assessments
Teachers will use iReady as an assessment tool, a grade, a Just Right Instruction tool, and a guide for students to follow their own learning.	*Education Director *Assistant Education Director *Specialists District personnel	Weekly	iReady Lesson plans
Structured reading will take place each day outside of normal class time for at least 30 mins (Reading is Lit, DEAR, etc.).	*Education Director *Assistant Education Director *Specialists Teachers District personnel	Daily	Reading logs Lesson plans Student assessments
All teachers and students will use reading logs to track their progress in reading any type of material.	*Education Director *Assistant Education Director *Specialists Teachers District personnel	Weekly	Reading logs Lesson plans Student assessments
The schedule will allow intentional time for the Special Ed. department and specials teachers to plan and create arts-infused literacy lessons and well differentiated literacy lessons for students.	*Education Director *Assistant Education Director *Specialists SPED Department District personnel	Bi-weekly	Lesson plans Agendas Student assessments Observations
Scholars will be provided guidance to own their own NWEA, iReady, ACT Aspire, and other formative/summative data, and share regularly with their teacher and family on their progress, strengths, and needs. They will also present during scholar-led conferences	*Assistant Education Director *Specialists Teachers	Bi-weekly	Scholar trackers Surveys Lesson plans Student assessments
The school will implement a strong culture of data, where weekly PLCs, one on ones, and lesson plans will all be driven by formative and summative data results that will be gathered and tracked using a common school-wide system.	*Education Director *Assistant Education Director *Specialists District personnel	Weekly	Data tracker NWEA iReady Student assessments Lesson plans Observations
Strength based and reflective coaching will happen on a weekly basis, based on a schedule. Teachers will receive coaching, co-teaching, modeling, co-planning, PD, and more to help increase their instructional capacity.	*Education Director *Assistant Education Director *Specialists District personnel	Daily	Formative and summative data iReady NWEA Coaching plans

Goal 2: Decrease the number of Needs Support in Science from 78% to 60% for the 2022-2023 school year. Increase the percent of students who are Ready/Exceeding from 8% to 15% for the 2022-2023 school year.

Actions (Do)	Person (S) Responsible	Timeline	Evidence of Monitoring
Teachers will plan lessons based on the AR Science grade level standards using the STEMScopes curriculum.	*Education Director *Assistant Education Director *Literacy Specialist District personnel	Weekly throughout the year.	Lesson plans Student assessments Observations
Teachers will collaborate and attend bi-weekly content level meetings to further their understanding and planning for instruction for AR Science grade level standards.	*Education Director *Assistant Education Director *Literacy Specialist District personnel	Weekly throughout the year.	Agendas Lesson plans Student assessments Observations
Teachers will be provided training on the progression and unpacking of grade level standards.	*Education Director *Assistant Education Director *Specialists Teachers	Weekly Revisit each month through May	Agendas Unpacking standards template Lesson plans Student assessments Observations
Collaborate in PLCs, identify essential standards and data tools to determine next steps and best practices	*Education Director *Assistant Education Director *Specialists Teachers	Weekly	Lesson plans Student assessments Observations NWEA

	Interventionists District personnel		iReady
Utilize the interventionists to provide differentiated instruction to all Tier 2 and Tier 3 scholars.	*Education Director *Assistant Education Director *Specialists Interventionists	Weekly	Google Form Lesson plans iReady NWEA
Teachers will be provided support through the math/science specialist in implementing best practices, and through classroom intervention.	*Education Director *Assistant Education Director *Specialists District personnel	Daily	Lesson plans iReady NWEA Observations
A focus will be placed on interdisciplinary projects, with an AGRIStem focus, that teachers will receive time, space, and training for.	*Assistant Education Director *Specialists Teachers	Monthly throughout the year	Project results Lesson plans Student assessments Observations
The schedule will allow intentional time for the Special Ed. department and specials teachers to plan and create arts-infused literacy lessons and well differentiated literacy lessons for students.	*Education Director *Assistant Education Director *Special Edu. Department	Weekly	Agendas Observations Student assessments
Scholars will be provided guidance to own their own NWEA, iReady, ACT Aspire, and other formative/summative data, and share regularly with their teacher and family on their progress, strengths, and needs. They will also present during scholar-led conferences.	*Assistant Education Director *Specialists Teachers	Bi-weekly	Scholar trackers Surveys Lesson plans Student assessments
The school will implement a strong culture of data, where weekly PLCs, one on ones, and lesson plans will all be driven by formative and summative data results that will be gathered and tracked using a common school-wide system.	*Education Director *Assistant Education Director	Daily	Scholar trackers Student assessments Lesson plans Agendas Observations
The School Based Intervention Team will provide support in the classrooms and with identifying learning & behavior needs/plans for students across the building	*Education Director *Assistant Education Director *Specialists Interventionists	Weekly	Google Form Teacher feedback iReady NWEA
Strength based and reflective coaching will happen on a weekly basis, based on a schedule. Teachers will receive coaching, co-teaching, modeling, co-planning, PD, and more to help increase their instructional capacity.	*Education Director *Assistant Education Director *Specialists District personnel	Daily	Formative and summative data iReady NWEA Coaching plans

Goal 3: Decrease the number of Needs Support on the ACT Aspire in **Math** from 55% to 45% for the 2022-2023 school year.

- e. Increase the percent of students who are Ready/Exceeding on the ACT Aspire from 5% to 15% for the 2022-2023 school year.
- f. Increase Ready on NWEA Spring from 28% to 38% for K - 2.
- g. Increase Ready on NWEA Spring from 10% to 20% for 3rd - 8th.
- h. Increase the % of all scholars meeting their goals from 19% to 40%.

Actions (Do)	Person (S) Responsible	Timeline	Evidence of Monitoring
New teachers will attend Eureka Math Training	*Education Director *Assistant Education Director *Specialists District personnel	Bi-weekly	Agendas Observations Lesson plans
Strength based and reflective coaching will happen on a weekly basis, based on a schedule. Teachers will receive coaching, co-teaching, modeling, co-planning, PD, and more to help increase their instructional capacity.	*Education Director *Assistant Education Director *Specialists District personnel	Daily	Formative and summative data iReady NWEA Coaching plans
Teachers will plan lessons based on the Eureka	Specialist	Weekly	Agendas

Math Curriculum and grade level after reviewing unpacked standards.	Assistant Education Director District Personnel		Lesson Plans Student assessments Observations
Teachers will receive training on pacing guides, pedagogy, <i>small group instruction (required)</i> , and more throughout the year.	Specialist Assistant Education Director District Personnel	Weekly	Agendas Lesson Plans Student assessments Observations
Teachers will collaborate and attend bi-weekly content level meetings to further their understanding and planning for instruction .	*Education Director *Assistant Education Director *Literacy Specialist District personnel	Weekly throughout the year.	Agendas Lesson plans Student assessments Observations
Utilize online learning tools in small group stations and to increase mastery of grade level standards.	*Education Director *Assistant Education Director *Specialists Teachers Interventionists District personnel	Daily	Lesson plans iReady NWEA Observations
The Math Specialist will provide training and resources on Math skills and concepts based on data.	*Assistant Education Director *Specialists Teachers	Weekly	Lesson plans Agendas Student assessments
Disaggregate scholar data for weekly, Bi- Weekly, and Interim assessments.	*Education Director *Assistant Education Director *Specialists Teachers	Weekly	Student assessments Data trackers NWEA iReady
Just Right Instruction will occur daily in small group and whole group with lessons being tailored to the individual needs of the scholars.	*Education Director *Assistant Education Director *Specialists Teachers	Weekly Revisit each month through May	Lesson plans Student assessments Observations
PLCs will occur bi-weekly with a focus on sharing daily and weekly data and determining next instructional steps.	*Education Director *Assistant Education Director *Specialists Teachers Interventionists District personnel	Weekly	Lesson plans Student assessments Observations NWEA iReady
Enforcing Eureka Math Fluency. Teachers will utilize Eureka math's fluency component daily with scholars in grades K-8 in order to build mathematics fluency.	Specialist Assistant Education Director	Daily	Lesson plans Observations Student assessments
Teachers will use iReady as an assessment tool, a grade, a Just Right Instruction tool, and a guide for students to follow their own learning.	*Education Director *Assistant Education Director *Specialists District personnel	Weekly	iReady Lesson plans
The schedule will allow intentional time for the Special Ed. department and special teachers to plan and create arts-infused literacy lessons and well differentiated literacy lessons for students.	*Education Director *Assistant Education Director *Specialists Special Edu. Department District personnel	Bi-weekly	Lesson plans Agendas Student assessments Observations
Scholars will be provided guidance to own their own NWEA, iReady, ACT Aspire, and other formative/summative data, and share regularly with their teacher and family on their progress, strengths, and needs. They will also present during scholar-led conferences.	*Assistant Education Director *Specialists Teachers	Bi-weekly	Scholar trackers Surveys Lesson plans Student assessments
The school will implement a strong culture of data, where weekly PLCs, one on ones, and lesson plans will all be driven by formative and summative data results that will be gathered and tracked using a common school-wide system.	*Education Director *Assistant Education Director	Daily	Scholar trackers Student assessments Lesson plans Agendas Observations
The School Based Intervention Team will provide support in the classrooms and with identifying	*Education Director *Assistant Education Director	Weekly	Google Form Teacher feedback

learning & behavior needs/plans for students across the building	*Specialists Interventionists		iReady NWEA
Strength based and reflective coaching will happen on a weekly basis, based on a schedule. Teachers will receive coaching, co-teaching, modeling, co-planning, PD, and more to help increase their instructional capacity.	*Education Director *Assistant Education Director *Specialists District personnel	Daily	Formative and summative data iReady NWEA Coaching plans

Goal 4: Increase percent of certified staff from 43% to 60% for the 2022-2023 school year.

Actions (Do)	Person (S) Responsible	Timeline	Evidence of Monitoring
The compensation policy has been updated to be more competitive and to pay more for degrees, experience, and certification.	District personnel	Yearly (updates as people get certified)	Teacher Licensure Info
Bi weekly school based and regional professional learning communities to build collaboration and relationships.	District personnel Education Director Assistant Education Director Specialists Teachers	Bi-Weekly	Agendas Student assessments Lesson plans
Student loan contribution benefits through the LHA network after one full year with LHA.	District personnel	As needed	NA
Focus on building healthy relationships with staff through events, activities, and collaboration.	Culture Coordinator Education Director Assistant Education Director	Daily	Attendance data Events Agendas Surveys
Opportunities for leadership and promotions.	District personnel Education Director	*As openings come up	PD trackers Coaching tracker Past student assessments
Opportunities and funding to send staff to state training and PD held outside of the Lighthouse network.	District personnel Office staff Education director	Monthly	Schedules PD tracker
Additional classroom support with interventionists, specialists, and additional classroom teachers.	Assistant Education Director Specialists District Personnel	Weekly	Schedules Observations Lesson plans Student assessments
Instructional coaching support through specialists, DTI and the principal.	Education Director Assistant Education Director Specialists Teachers	Weekly	Coaching trackers Observations Student assessments
The district licensure person actively reaches out to each uncertified staff member to start them on a pathway.	District personnel Education Director	As needed (monthly)	Teacher tracker PD trackers
Interviewing will prioritize individuals who are certified or currently on a certification pathway.	Education Director Assistant Education Director Guiding Coalition	As openings become available	Certification tracker PD tracker

Goal 5: Increase percent of scholars with less than 5% absent rate from 63% to 75% for the 2022-2023 school year.

Actions (Do)	Person (S) Responsible	Timeline	Evidence of Monitoring
Disaggregate scholar attendance data bi-weekly.	Counselor Office staff Attendance team	Bi-weekly	Cognos reports Student trackers Powerschool
Effectively Monitor attendance through an attendance tracker, the BAG report, and anecdotal evidence.	Counselor Education Assistant Director Teachers Culture Coordinator	Weekly	BAG report Powerschool

Use scholar compacts with scholars and families and engage the community to foster support for school attendance and review impact monthly.	Family Engagement Culture Coordinator	Weekly	BAG report Student compacts Powerschool
Create incentives in partnership with school community partners for scholars obtaining school-wide attendance goals based on scholar surveys.	Family Engagement Counselor Education Director	Bi-weekly	Partnership letters Tracking of items donated Events
Utilization of the HOUSE system (Designed by the Ron Clark Academy) to promote relationship building amongst various grade levels of scholars and teachers in the building. The HOUSE system helps to promote an increase in greater scholar behavior and attendance.	Counselor Culture Coordinator	Weekly	BAG report Attendance data Events Surveys Educator Handbook
Responsive Classroom training will occur. Staff will utilize the responsive classroom workbook in bi-monthly grade level meetings and staff professional developments.	Education Director Culture Coordinator	Monthly	Educator Handbook Surveys Student compacts Attendance data
Provide support to teachers with scholars on Tier 2 for behavior, including modeling, working through the Restorative Playbook, and introducing PBIS.	Culture coordinator Assistant Education Director Education Director Counselor	Weekly	Surveys Coaching trackers Attendance data Educator handbook
Monthly Parent Nights, focusing on positive attendance and school events	Family Engagement Counselor	Monthly	Attendance Surveys
Daily Morning Meetings. Morning Meetings promote healthy relationships between scholars and scholars with their teachers.	Assistant Education Director Culture coordinator Counselor	Daily	Attendance Educator Handbook Surveys
Send out communication in handbook (parents sign) about steps taken by school due to CA Call home every single day a scholar is absent After 3 days a certified letter is sent home addressing the concern 5 days Student Support Team Meeting notification sent home Will create an action plan with the parent/guardian around next steps 7 Days another SST request 9 Days SST Notification request School may reach out to the Department of Child and Family services or the Juvenile Court for additional support	Office Staff Attendance Team Counselor Education Director Teachers	Daily	Attendance Powerschool Educator Handbook SBIT process
Create a school attendance team to help monitor data and contact families/leadership about attendance concerns.	Education Director Culture Coordinator Office Staff Counselor	Daily	Surveys Coaching trackers Attendance data Educator handbook
Build up and promote clubs to families and the community.	Family Engagement Counselor Education Director	Bi-weekly	Surveys Items donated Partnership letter Events

Goal 6: The school will retain 90% of scholars K - 7th grade at the end of the 2022-2023 school year by implementing positive behavior interventions and support (PBIS) and events to celebrate performance of groups and individuals in the school and community.

Actions (Do)	Person (S) Responsible	Timeline	Evidence of Monitoring
Each month will have a cultural celebration	Counselor Family Engagement	Monthly	Surveys Attendance data
Employ scholar contracts with scholars and	Family Engagement	Weekly	BAG report

families and engage the community to foster support for school attendance and review impact monthly.	Culture Coordinator		Student compacts E-School
Create incentives in partnership with school community partners for scholars obtaining school-wide attendance goals based on scholar surveys.	Family Engagement Counselor Education Director	Bi-weekly	Partnership letters Tracking of items donated Events
Utilization of the HOUSE system (Designed by the Ron Clark Academy) to promote relationship building amongst various grade levels of scholars and teachers in the building. The HOUSE system helps to promote an increase in greater scholar behavior and attendance.	Counselor Culture Coordinator	Weekly	BAG report Attendance data Events Surveys Educator Handbook
Responsive Classroom training will occur. Staff will utilize the responsive classroom workbook in bi-monthly grade level meetings and staff professional developments.	Education Director Culture Coordinator	Monthly	Educator Handbook Surveys Student compacts Attendance data
Provide support to teachers with scholars on Tier 2 for behavior, including modeling, working through the Restorative Playbook, and introducing PBIS.	Culture coordinator Assistant Education Director Education Director Counselor	Weekly	Surveys Coaching trackers Attendance data Educator handbook
Monthly Parent Nights, focusing on positive attendance and school events	Family Engagement Counselor	Monthly	Attendance Surveys
Daily Morning Meetings. Morning Meetings promote healthy relationships between scholars and scholars with their teachers.	Assistant Education Director Culture coordinator Counselor	Daily	Attendance Educator Handbook Surveys
Boost the efforts of clubs to include more resources and more community partner support.	Education Director Assistant Education Director Family Engagement Counselor	Weekly	Surveys Attendance data Student assessments
Send home regular communication to families and surveys to staff, scholars, and families to find areas of improvement and strengths to build on.	Family Engagement Counselor Teachers	Weekly	Surveys Attendance data Scholar trackers
Major events and celebrations held throughout the school year, hosted by the culture coordinator, counselor, and Family Coordinator.	Family Engagement Counselor Culture Coordinator	Monthly	Surveys Attendance data Events Student assessments Educator Handbook
Daily & weekly recognition of outstanding scholar performance.	Culture coordinator Counselor Family Engagement	Daily	Surveys Attendance data Educator Handbook
The counselor, Family Engagement, Culture Coordinators and staff will work together to introduce proactive strategies to help boost positive behavior and culture in the school.	Culture coordinator Counselor Family Engagement Teachers	Daily	Surveys Attendance data Educator Handbook Lesson plans
Staff will follow the tiered approach that is laid out in the PB Building Playbook.	Education Director	Daily	Attendance data Educator handbook Surveys Coaching tracker

Goal 7: The school will retain 90% of all staff at the end of the 2022-2023 school year.

Actions (Do)	Person (S) Responsible	Timeline	Evidence of Monitoring
Training will occur during the summer months for PD with a focus on Lighthouse policy, Restorative Practice, curriculum usage, and teaching pedagogy.	District Personnel Education Director Assistant Education Director	Daily during the summer Weekly during the	Agendas Lesson plans

	Specialists Interventionists	school year	
The compensation policy has been updated to be more competitive and to pay more for degrees, experience, and certification.	District personnel	Yearly (updates as people get certified)	Teacher Licensure Info
Bi weekly school based and regional professional learning communities to build collaboration and relationships.	District personnel Education Director Assistant Education Director Specialists Teachers	Bi-Weekly	Agendas Student assessments Lesson plans
Student loan contribution benefits through the LHA network after one full year with LHA.	District personnel	As needed	NA
Focus on building healthy relationships with staff through events, activities, and collaboration.	Culture Coordinator Education Director Assistant Education Director	Daily	Attendance data Events Agendas Surveys
Opportunities for leadership and promotions.	District personnel Education Director	*As openings come up	PD trackers Coaching tracker Past student assessments
Opportunities and funding to send staff to state training and PD held outside of the Lighthouse network.	District personnel Office staff Education director	Monthly	Schedules PD tracker
Additional classroom support with interventionists, specialists, and additional classroom teachers.	Assistant Education Director Specialists District Personnel	Weekly	Schedules Observations Lesson plans Student assessments
Instructional coaching support through specialists, teachers, Education Director, and the Assistant Education Director	Education Director Assistant Education Director Specialists Teachers	Weekly	Coaching trackers Observations Student assessments
The district licensure person actively reaches out to each uncertified staff member to start them on a pathway.	District personnel Education Director	As needed (monthly)	Teacher tracker PD trackers
Provide support to teachers with scholars on Tier 2 for behavior, including modeling, working through the Restorative Playbook, and introducing PBIS.	Culture Coordinator Education Director Assistant Education Director	As needed (No less than bi-weekly)	Agendas Lesson Plans
Provide mentors and buddy teachers for all staff.	Education Director Assistant Education Director Specialists Teachers	Weekly	Schedule Coaching tracker
Ensure all staff have a one-on-one once a week with leadership.	Education Director Assistant Education Director	Weekly	Schedule Coaching tracker
Staff will participate in monthly, voluntary team building events hosted outside of school hours and off school grounds.	Education Director Culture Coordinator Family Engagement Coordinator	Monthly	Surveys
Staff will receive regular surveys to send open, direct, and honest feedback to leadership.	Education Director Culture Coordinator	Monthly	Surveys