MICIP Portfolio Report

Lighthouse Academy

Goals Included

Active
- Assessment Participation
- Attract, Develop, and Retain Team Members
- Graduation Rate
- Implement Multi-Tiered Systems of Support
- Increase numbers of ESL endorsed teachers
- While Child/SEL
- Whole Child/SEL

Buildings Included

Open-Active
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Muskegon Community
- Muskegon JDC
- Ottawa JDC
- Ottawa JJI

Closed
- Lighthouse Academy - North Campus

Plan Components Included

Goal Summary
Data
    Data Set
    Data Story
Analysis
    Root Cause
    Challenge Statement
Strategy
    Summary
    Implementation Plan
        Buildings
        Funding
        Communication
        Activities
            Activity Text
            Activity Buildings
Monitoring & Adjusting
    Activity Status
    Monitoring Notes by Strategy
        Note Text
        Evidence
    Impact Notes

MICIP Portfolio Report

Lighthouse Academy

Attract, Develop, and Retain Team Members

Status: ACTIVE

Statement: By 6/30/2025, Lighthouse Academy will fill all open positions with quality candidates, appropriately develop all staff, and retain at least 90% of team members from year to year, as measured by Bamboo HR.

Created Date: 04/29/2021 *Target Completion Date:* 06/30/2025

Data Set Name: Attract/Develop/Retain

Name	Data Source
Retention Rate	Other

Data Story Name: Attract/Develop/Retain

Initial Data Analysis:
Interactive BP bingo
Employee choice to select benefits
Employees have a voice (surveys)
Self-care--focus on wellness each month in the newsletter with challenges for staff to complete
Culture and values work--utilizing the work and building it into the hiring process
New staff--onboarding process, mentoring, checklist, etc.
Continuing to make improvements to the process (and the willingness to do this)
Communication
Teamwork and collaboration
HR operating as part of the system and not separate
Engagement of leadership on retention and growth of staff
Energy around being united--HR seen as positive
Growing staff from within
Positive relationship between HR and school leaders

Separate checklist for non-teachers for on-boarding
Timeline for developing competencies for every position (ethics-values)
Onboarding and mentoring handbooks
Onboarding survey (or F2F feedback)
Cohort program for new teachers/staff

Facilitated sessions
PD for mentors

Tiered system for mentors

Peer to peer observations

Use of videos

Overhaul of postings and interviews to include values
Exit interview data analysis
Developing non-traditional routes

Connecting with CJ programs

Utilizing Plan to Win with staff and students
Develop plan to train staff on Crucial Conversations
Sustainability plan for train the trainers

Initial Initiative Inventory and Analysis:

There is work from the Central Office to schools to ensure that all team members are valued and part of the team. Opportunities exist for team members to have a voice within the district.
An emphasis has been placed on culture, with extensive professional learning opportunities for staff. This includes a plan for future development.
As of April 2021, the retention rate is 85%

Gap Analysis: We would like to be a district/employer that applicants actively seek out. Right now, we fill positions, but are not the employer of choice. We would like to fill positions more quickly than we currently are, retention rates will increase and staff will stay for the long-term.

District Data Story Summary:
Need to build on the values work for growing and developing staff
How might we examine the mentoring program, add professional learning, and compensate?
New hire surveys would strengthen the onboarding and hiring processes.
Challenges include the onboarding process - Do we have a timeline for all new team members to learn about all of the initiatives and programs within the schools? How are we checking the fidelity of implementation of the checklist? There needs to be development of an onboarding checklist for staff beyond instructional staff.
Competencies need to be developed for all roles within the district.

Analysis:

Root Cause

Five Whys

- Why:
  Still have work to do on the front-end to communicate the positives of the program. Need to articulate these points better than just sharing compensation. Need to communicate the reality of the programs with applicants.

- Why:
  Culture issues have affected retention of staff. Inconsistency of leadership causes high anxiety in staff, which causes them to leave the district. Need to have critical conversations with staff. There can be burn-out with staff and we need to support them through these times so that they stay with the district instead of leaving.

Challenge Statement: If LA wants to be an employer of choice for educators, then we need to clearly and effectively communicate and live into our Why.

Strategies:

(1/3): Equitable Allocation of Resources

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: For over a decade, Education Resource Strategies, Inc. (ERS) has helped leaders of urban school districts strategically reallocate their resources to improve student performance. Through this work, funded by a grant from the William and Flora Hewlett Foundation, ERS has identified seven Core Transformational Strategies that support high-performing schools. In high-performing districts, resources (people, time, and money) are aligned to support these seven transformational strategies. At the building-level, this system provides schools a process to organize its resource to maximize its response to ever-changing student needs.

Buildings
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/29/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Secure long-term substitute teachers to teach MMC curriculum leading to student credit accrual towards graduation	Matthew Milanowski	06/24/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Collective Responsibility

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: A culture of collective responsibility that is collegial, collaborative, and professional that promotes student learning, professional learning, and system-level learning through the intentional development of norms, values, and beliefs.

Buildings
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Email Campaign
- Presentations
- District Website Update

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
4. DAN adoption of competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
2. Meet with non-teaching staff to get input	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
3. Adjust competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
1. Crosswalk competencies for non-teaching staff from teachers and job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
5. Integrate competencies into job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Activity	Owner	Start Date	Due Date	Status
Develop professional learning structure	Heidi Cate	06/24/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Talent Management

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- School Board Meeting
- Presentations

Audience
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
By 06/30/2023, LA will retain 89% of team members for Retention Rate		06/30/2023	OVERDUE
By October 31, 2023		10/31/2023	ONTARGET

Measure	Owner	Due Date	Status
Lighthouse Academy will retain 90% of team members for Retention Rate			
Decrease by 91% for Retention Rate		06/30/2024	ONTARGET
Decrease by 92% for Retention Rate		06/29/2025	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Equitable Allocation of Resources Activities

Activity	Owner	Start Date	Due Date	Status
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/29/2024	ONTARGET
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Secure long-term substitute teachers to teach MMC curriculum leading to student credit accrual towards graduation	Matthew Milanowski	06/24/2021	06/30/2024	ONTARGET

Collective Responsibility Activities

Activity	Owner	Start Date	Due Date	Status
4. DAN adoption of competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
2. Meet with non-teaching staff to get input	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
3. Adjust competencies	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
1. Crosswalk competencies for non-teaching staff from teachers and job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
5. Integrate competencies into job descriptions	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Develop professional learning structure	Heidi Cate	06/24/2021	06/30/2024	ONTARGET

Talent Management Activities

Activity	Owner	Start Date	Due Date	Status
Develop process/procedure for interns	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Engage a part-time Marketing Consultant	Heidi Cate	08/01/2021	06/30/2024	ONTARGET
Develop non-traditional routes	Heidi Cate	08/01/2021	06/30/2024	ONTARGET

Monitoring Notes

Monitoring Notes: Collective Responsibility

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/20/2022	The support staff have met in PLCs and have provided feedback on their job descriptions of what competencies may be added. The next steps is the leaders and HR will review the support staff PLC in June restreat days. Once the leadership/HR have read the input, they will ask question, clarify, and/or accept the requested changes. This will be brought back to the support PLCs in the beginning of the 2022-23 school year.	Heidi Cate

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Equitable Allocation of Resources

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
02/17/2023	We have continued utilizing our partnerships with DU's Alt Certificate program pathway. We also have written a Grow Your Own Grant to fund more people through this program	Heidi Cate
04/22/2022	An Early MIddle College was approved by MDE which will allow our students to attend college classes while finishing their HS diploma to begin to accrue credits towards teacher certification. IN addition, we will partner with DU to place undergaruate students pursuing their teaching certificaate in our schools as paraprofessionals while they finish their diploma and become certified. We did develop a process and procedure for interns and have reached out to GVSU and CU to place their student teachers. We will continue to reach out to more colleges in the future. We paid a consultant to write a marekting plan which a committee of internal employees are addressing until we can increase student enrollment to support this marketing position.	Heidi Cate

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
02/17/2023	Deliberate marketing efforts recently kicked off to attarct more staff.	Heidi Cate

Monitoring Notes: Talent Management

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
By 6/30/2025, Lighthouse Academy will fill all open positions with quality candidates, appropriately develop all staff,and retain at least 90% of team members from year to year, as measured by Bamboo HR. for Retention Rate	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?
No Data Available

Scale/Reach - How well did we reach the intended target population?
No Data Available

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available

Increase numbers of ESL endorsed teachers

Status: ACTIVE

Statement: By June 30, 2025, LA will have increased their ESL endorsed teachers by at least 20%, as measured by HR employee certification reports; will have an increased knowledge of service plans for students who are receiving EL and special ed services as measured through quarterly meeting minutes, and will increase K12 and IHE partnerships by at least 3 new partners.

Created Date: 05/03/2021   *Target Completion Date:* 06/30/2025

Data Set Name: English Language Learner Program

Name	Data Source
ESL Endorsement rate	Other

Data Story Name: English Language Learner Program

Initial Data Analysis:

Accomplishments

Challenges/Next Steps

Aligning SBG for ELs---planning for more work with Heogh
EL Coordinator making an impact
Handbooks will be completed within timeframe goal
Work toward moving to get (all) teachers ESL endorsement

University partnerships

Tailoring needs of students to bring in learning that is culturally relevant
On-going cultural awareness in professional development

Focus this work in Residential and JJ program
EL Coordinators having time for "coordination" work along with teaching
System for identifying and connecting ELs with services (including some sort of

assessment)
Plan for embedding WIDA benchmarks
Find data that might follow students from other places
Aligning work of EL to MTSS literacy

Might this include reviewing/finalizing/building shared understanding of the ELL Guidelines that live alongside the Visions of High Quality Instruction?

Embedding ESL professionals into content PLC meetings
How do we take the programming from North to benefit all students?
Adult-education style courses for students new to the country
Applying learning about culture into teaching/classroom
Identify and build relationships with businesses to provide support specifically for EL students

Initial Initiative Inventory and Analysis:
Align SBG for ELs

El Coordinators are in place and coordinating with all sites

Working on getting ESL endorsement for more teachers

Cultural Lens Events

Completing EL Handbook

Gap Analysis: We would like to have a English Language Learner program that is of the highest quality. Right now, we are a very unique setting compared to other schools. We can begin looking at partnering with school districts and IHE's with similar populations and learn from each other.

District Data Story Summary: Strengths:

We have an awareness of the importance of this work.
We have a large population of ELs.
Embrace cultural diversity, respect their culture and backgrounds

Training in SIOP strategies
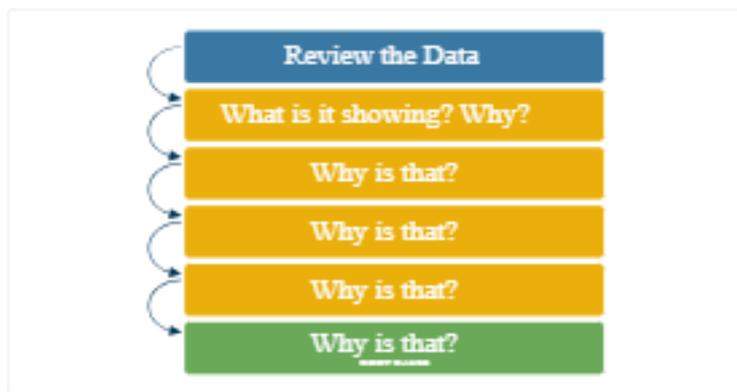
Challenges:

EL with special ed
Differences between accommodations and modifications
Varying experiences of ELs (newcomers vs. in the US for awhile)
Take some of EL strategies in the community and provide training for JJ and res. settings

Analysis:

Root Cause

Five Whys
- Why:
  Typically secondary teachers don't have a background in ESL
  Guidance about EL and special ed is new
  EL population in MI has grown exponentially in recent years
  Change in government policy affects which students entering country/MI
  Transiency of community partner staff (e.g., case managers)

Challenge Statement: If LA wants to be a leader in EL learner education, then continual learning, partnering and collaborating with those serving similar populations is needed.

Strategies:

(1/2): Talent Management

Owner: Stacey Martinez

Start Date: 07/01/2021   *Due Date:* 06/30/2025

Summary: Finding, identifying, developing, and keeping the talent required to impact student, teacher, and leader performance in districts to ensure success for all students.

Buildings
- Lighthouse Academy - South Campus
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title II Part A (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title III Part A, Immigrant Students (Federal Funds)

Communication:

Method
- Parent Newsletter
- Presentations
- School Board Meeting

Audience
- Educators
- Staff
- School Board
- Parents

(2/2): Teacher Collaborative Routines

Owner: Stacey Martinez

Start Date: 07/01/2021   *Due Date:* 06/30/2025

Summary: Install and monitor Teacher Collaborative Routines which includes: Instructional Design and Delivery, Using Data to Deepen Student Learning, and Reflective Practice

Buildings
- Lighthouse Academy - South Campus
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title III Part A, English Learners (Federal Funds)

Communication:

Method
- School Board Meeting
- Presentations

Audience
- Staff
- School Board
- Parents

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase number of ESL endorsed teachers by at least 10% for ESL Endorsement rate		06/30/2023	OVERDUE

Impact Notes

Date	Note	Author
04/15/2022	1 Teacher started the program in 2021-2022 and will finish in 2022-2023	Heidi Cate

Adjust Notes:

No Data Available

Activity Status:

Talent Management Activities:

No Data Available

Teacher Collaborative Routines Activities:

No Data Available

Monitoring Notes

Monitoring Notes: Talent Management

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/15/2022	Gauging interest again with staff in program - 5 Teachers expressed interest, 2 want to enroll, 3 want to learn more - Spring 2022 Reapplied for the ESL Endorsement grant through the National Professional Development Organization	Heidi Cate

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Teacher Collaborative Routines

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
05/09/2022	Refugee Education Collaborative is meeting monthly - include Lighthouse Academy and community partners (Bethany and Refugee Education Center)	Heidi Cate
05/09/2022	A prereferral process checklist was created and distributed to community partners, teachers, and staff.	Ronda Dyer

Evidence Data Set for 'A prereferral p...'

Date	Data Name	Provider
05/09/2022	Pre-Referral Process for Lighthouse Students	Pre-Referral Process for Lighthouse Students (ELL).pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase numbers of ESL endorsed teachers by at least 20% for ESL Endorsement rate	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Implement Multi-Tiered Systems of Support

Status: ACTIVE

Statement: By June 30, 2025, to increase NWEA MAP growth in reading and math and reduce negative student behaviors, we will implement math and reading interventions and PBIS and restorative practices so that student growth and, thus, proficiency on state assessments (MSTEP, PSAT, SAT, etc) will increase by 6%

Created Date: 05/03/2021   *Target Completion Date:* 06/30/2025

Data Set Name: Multi-Tiered Sytems of Support

Name	Data Source
High School Assessments: Scaled Scores	MI School Data
High School Assessments: Scaled Scores	MI School Data
High School Assessments: Scaled Scores	MI School Data
High School Assessments: Scaled Scores	MI School Data
High School Assessments: Performance Level	MI School Data
High School Assessments: Performance Level	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Grades 3-8 Assessments: Performance Level	MI School Data
Grades 3-8 Assessments: Scaled Scores	MI School Data
Grades 3-8 Assessments: Scaled Scores	MI School Data
Grades 3-8 Assessments: Scaled Scores	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data
Grades 3-8 Assessments: Proficiency	MI School Data

Name	Data Source
Grades 3-8 Assessments: Proficiency	MI School Data
Student Assessment: Student Growth	MI School Data
Student Assessment: Student Growth	MI School Data
Student Counts: Attendance	MI School Data
Student Counts: Student Count	MI School Data
Acadiance Data	Acadience
District Data	Other
HQI Walkthroughs	Other
NWEA Map Growth Reading/Math	NWEA
PBIS TFI	MiMTSS Data System
SWIS Referral Data	Other
MTSS Tier Movement	Other

Data Story Name: Multi-Tiered Sytems of Support

Initial Data Analysis: Behavior -

Decrease in the amount of disciplinary actions needed throughout the district
Increase in the amount of tier movement; more need for tier II/III supports/interventions
Decrease in the number restorative conferences are needed this year.
Decrease in the number of RTP referrals
Increase in the attendance percentage
Decrease in the overall enrollment

Academic -

Decrease in Student Achievement data numbers (Credits, Standards, and Objectives)
Decrease in the fidelity of the Acadiance data
_____ in the overall NWEA Map Reading
_____ in the overall NWEA Map Math

Initial Initiative Inventory and Analysis:
SW-PBIS - Implementation
MTSS Reading - Implementation

SQ3R
Read180

Restorative practices
Responsible thinking process
SRSS
Acadience Screening
MTSS Math - Development
Small Group Work
Social Skills Classes
Healthy Living Classes (KCHD)
Project Northstar soft/job skills
HQI Vision

Math,
Reading, and
Student Support

HQI Walkthrough Tools

Reading and
Math

Coaching/Partnership with staff

Gap Analysis: Desired state: Have a fully implemented (with fidelity) PBIS, Reading, and Math multi-tiered system of supports.
Gap: No areas are fully implemented with fidelity.

District Data Story Summary: We are strong in development and implementation of positive behavior supports and interventions and growing in the areas of reading and math with development, professional learning, and implementation.

Analysis:

Root Cause

Five Whys

- Why: PBIS and reading/math intervention training has occured in the past and new Lighthouse sites and staff have been trained. However, the analysis of the MTSS systems (ie, reading and math assessments and appropriate interventions per student skill gaps identified and TFIs in Reading and PBIS) has not been implemented yet. Monitoring the implementation of these systems will assure that the best-practices that were covered in training are implemeted with fidelity which will lead to an increase.
In addition, analysis of NWEA MAP and state assessment data shows that percentages of students that experience significant growth varies per site and per teacher. Specific to the CSI identified campus, South, that percentage growth varied greatly indicating a need to inventory what reading and math interventions are being used. A survey gathering this data was given in the 22-23 school year showed that teachers that use NWEA MAP and other formative assessment data (in class checking for understanding) to guide inidividualized student skill gap filling learning plans and that regularly review this plan with the student have the highest percentage of students experiencing significant growth between NWEA MAP testing sessions (and, thus higher growth towards proficiency on state assessments).
In regards to behavior, LA has seen an overall increase in student negative behaviors post-COVID. Over the past two years since schools came fully back to face-to-face, LA has implemented PBIS programming and restorative practices. These have had the impact we hoped to achieve in decreasing student negative behaviors. More time in classes and on-task have increased student engagement and credit accrual as a result. The aforementioned PBIS TFI implementation will assist LA (including the CSI identified south campus) in identifying the areas of the PBIS system that are fully operatonal and those that need further improvement which will lead to ever increasing effective PBIS programming for LA students. Restorative practices work when negative behaviors do still occur reapir any relational harm and lead to growth for all involved as they learn how to work through issues and conflicts in their realtionships in non-harmful ways.

Challenge Statement: If we identify the interventions currently used by teachers obtaining consistently high percentages of significant students gowth in reading and math as well anyh gaps in interventions needed and train all teachers on these interventions, then we will see more students having significant growth in reading and math on NWEA MAP (and, thus state assessments as well).
If we reevaluate and plan the development and implementation of all multi-tiered systems of support using reading and PBIS TFIs, then we will begin to see the gap between items

not being implemented with fidelity and those being implemented with fidelity close. Finally, if we implement PBIS (measured by the PBIS TFI) and restorative practices with fidelity, students will increase their pro-social skill, descrease negative behaviors, and, thus, have more on-task time in classrooms, leading to an increase in studentb achievement.

Strategies:

(1/3): MTSS - PBIS (Behavior)

Owner: Matthew Milanowski

Start Date: 05/03/2021   *Due Date:* 06/30/2024

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- School Board Meeting
- Email Campaign

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Establish Road Map for each Tier to be implemented each (Tier 1-Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				
Regular team meeting with planned agendas	Lucas Yax	05/03/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				
Engage in data review process for PBIS	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				
Utilize SWPBIS-TFI district wide	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				
Identify and train building contacts for SWPBIS-TFI	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				

Owner: Matthew Milanowski

Start Date: 05/03/2021   *Due Date:* 06/30/2024

Summary: The reading components of a Multi-Tiered System of Supports includes systems to adress the continuum of reading needs across the student body, evidence-based practices focused on the Big Ideas of Reading designed to improve reading outcomes for all students, and data use and analysis. These components are further defined in the Reading Tiered Fidelity Inventory, Elementary-Level Edition and Secondary Level Edition and aligned to MDE's five essential components of MTSS.

Buildings
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- School Board Meeting
- Email Campaign
- Presentations

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Train the Trainer on selected interventions	Heidi Cate	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: - Lighthouse Academy - Eagle Village - Lighthouse Academy - South Campus - Lighthouse Academy - The Pier - Lighthouse Academy - Waalkes				
Project Based Learning Activities	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: - Lighthouse Academy - Eagle Village				

Activity	Owner	Start Date	Due Date	Status
• Lighthouse Academy - South Campus				
SQ3R- Train staff and monitor	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				
Explicit Vocabulary- Train staff and monitor	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				

(3/3): MTSS Framework (General)

Owner: Stacey Martinez

Start Date: 05/03/2021   *Due Date:* 06/30/2025

Summary: "A Multi-Tiered System of Supports (MTSS) is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child at all achievement levels. MTSS intentionally interconnects the education, health, and human service systems in support of learners, schools, centers, and community outcomes. The five essential components of MTSS are inter-related and complementary. Implementation of the essential components as intended provides educational settings with a framework to organize the strategies and processes needed to support successful learner outcomes. The five essential components include the following: Team-Based Leadership; Tiered Delivery System; Selection and Implementation of Instruction, Interventions and Supports; Comprehensive Screening & Assessment System; Continuous Data-Based Decision Making."

Buildings: All Active Buildings

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Sec. 41 Bilingual Education Grant (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title II Part A (Federal Funds)
- General Fund (Other)
- Other Local Funds (Other)
- At Risk (31-A) (State Funds)

Communication:

Method
- Other
- School Board Meeting
- Email Campaign
- Presentations

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Complete the MTSS Math Framework, including tier development and tier movements	Kristen Albert	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				

Activity	Owner	Start Date	Due Date	Status
Regular team meetings with agendas	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: - Lighthouse Academy - Eagle Village - Lighthouse Academy - South Campus - Lighthouse Academy - The Pier - Lighthouse Academy - Waalkes				
Identify screener assessments	Matthew Milanowski	05/03/2021	06/30/2024	COMPLETE
Activity Buildings: - Lighthouse Academy - Eagle Village - Lighthouse Academy - South Campus - Lighthouse Academy - The Pier - Lighthouse Academy - Waalkes				
Exploration of interventions by Curriculum and ML Directors, ML Coordinator, and school leadership to establish a continuum in reading, math, and English language acquisition	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: - Lighthouse Academy - Eagle Village - Lighthouse Academy - South Campus - Lighthouse Academy - The Pier - Lighthouse Academy - Waalkes				
Professional learning/train the trainer on selected interventions	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: - Lighthouse Academy - Eagle Village - Lighthouse Academy - South Campus - Lighthouse Academy - The Pier - Lighthouse Academy - Waalkes				
Establish Road Map for each Tier to be implemented each year (Tier 1 - Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				
Implement Project Based Learning (PBL)	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village				
Engage in building and district level data review processes for reading	Kristen Albert	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Administer Reading Tiered Fidelity Inventory (R-TFI) 2 times per year	Kristen Albert	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Train staff on SQ3R and monitor their implementation of the strategy	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Train staff on Explicit Vocabulary and monitor the implementation of the strategy	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Train and establish calendar for Acadience	Kristen Albert	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - Waalkes • Muskegon Community				
Hold annual community engagement event and provide cultural liaisons for translation	Stacey Martinez	05/03/2021	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Lighthouse Academy - South Campus				
Subcommittee to define parents/community	Heidi Cate	05/03/2021	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
RTAs and BIs will address student behaviors and dysregulation to increase students' time on task and, thus, credit accrual	Matthew Milanowski	05/03/2021	06/30/2025	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Muskegon Community • Ottawa JDC • Ottawa JJI				
Paraprofessionals and tutors (under the supervision of a certified teacher) will provide research-based reading and math interventions for students behin grade level according to NWEA MAP and Acadience screeners	Kristen Albert	05/03/2021	06/30/2025	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes • Ottawa JDC • Ottawa JJI				
Extra instructional time provided during intersession, Friday or summer school to address reading and math skill gaps for students not at grade level or for credit accrual	Matthew Milanowski	05/03/2021	06/30/2025	ONTARGET
Activity Buildings:				

Activity	Owner	Start Date	Due Date	Status
• Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				
Office manager to process the needed paperwork, etc for Title 1 a and d compliance and to order Title supplemental supplies and technology	Matthew Milanowski	05/03/2021	06/30/2025	ONTARGET
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus • Lighthouse Academy - The Pier • Lighthouse Academy - Waalkes				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 3% for District Data		06/29/2024	ONTARGET
Resource Allocation Review This narrative represents a small district, Lighthouse Academy (LA) that consists of 7 sites with a total of 360-375 students daily. Demographically, LA serves nearly 100% free and reduced lunch eligible students whose ethnicity is 53% African American, 20% Caucasian, 18% Hispanic, 1% Asian, and 8% other. One of the schools, Lighthouse Academy-South, has been identified as a Comprehensive Intervention and Supports (CSI) school. The district completed a	Heidi Cate	06/29/2025	ONTARGET

Measure	Owner	Due Date	Status
Resource Allocation Review on proficiency on MSTEP/PSAT/SAT (one of the areas for which LA South was identified as a CSI school). The analysis of increasing state assessment proficiency led to the identification of strategies to address the gaps in MTSS (literacy and PBIS) implementation across the LA district, including the South campus. The strategies identified include: PBIS and Reading TFI administration and analysis to identify next steps in implementing a full literacy and PBIS intereventions systematically across the district. During initial continuous improvement planning for LA south, the team considered the questions listed under Conducting a Meaningful RAR. The team then chose to review the allocation and utilization of resources specific to adminstration, the curriculum director, teachers, and support staff to provide It was decided that more staff and materials were not needed to support this goal but, rather, the allocation of time that this group of staff need to take the TFIs and setting plans to address areas revealed through it. In addition, it was determined			

Measure	Owner	Due Date	Status
that district PD time would be taken throughout the year to set the goals based on TFI results and analyze the fomrative assessment data (NWEA MAP) to see if we are on track to our goal to increase state assessment proficiency by the end of the 23-24 school year. Here is an outline of the activities of the continuous improvement team: 1. Completed a Needs Assessment, including a specific focus on state assessment proficiency across the district and at the CSI identified LA South campus. A. In addition to the multiple questions the team considered related to TFI reading and PBIS completion, the team discussed resource allocation. i. In what ways is our district allocating resources to support assessment participation? 1. The Executive Director provided financial data (budgeted and spent amounts) from funding sources including: 31a, Title 1a, Title 1d, Title IV, Title III, 41a, 22b. 2. In addition, the Executive Director provided personnel resources data			

Measure	Owner	Due Date	Status
such as: FTEs, staff certifications, staff-to-student ratios, and PD provided by the district in the area of state assessments, Reading Interventioons, and PBIS. ii. The team considered if the resources outlined in i(1) and i(2) above were adequate to implement the strategies and activities outlined in the MICIP plan to address the State Assessment Proficiency goal. 2.Determine a possible root cause(s). A. The team considered whether the current strategies, if implemented with fidelity, would result in the Goal being met by addressing the identified root cause(s). B. If not, the team considered various strategies needed and the resources to implement the strategies to address the root cause(s). 3. Finally, using the information collected above, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to assure that adequate resources were allocated to address the State Assessment Proficiency Goal and the strategies and activities as			

Measure	Owner	Due Date	Status
written in the MICIP plan.			

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Establish Road Map for each Tier to be implemented each (Tier 1-Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Regular team meeting with planned agendas	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Engage in data review process for PBIS	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Utilize SWPBIS-TFI district wide	Lucas Yax	05/03/2021	06/30/2024	ONTARGET
Identify and train building contacts for SWPBIS-TFI	Lucas Yax	05/03/2021	06/30/2024	ONTARGET

MTSS - Literacy (Reading) Activities

Activity	Owner	Start Date	Due Date	Status
Train the Trainer on selected interventions	Heidi Cate	05/03/2021	06/30/2024	ONTARGET
Project Based Learning Activities	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
SQ3R- Train staff and monitor	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Explicit Vocabulary- Train staff and monitor	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET

MTSS Framework (General) Activities

Activity	Owner	Start Date	Due Date	Status
Complete the MTSS Math Framework, including tier	Kristen Albert	05/03/2021	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
development and tier movements				
Regular team meetings with agendas	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Identify screener assessments	Matthew Milanowski	05/03/2021	06/30/2024	COMPLETE
Exploration of interventions by Curriculum and ML Directors, ML Coordinator, and school leadership to establish a continuum in reading, math, and English language acquisition	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Professional learning/train the trainer on selected interventions	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Establish Road Map for each Tier to be implemented each year (Tier 1 - Year 1; Tier 2 - Year 2; Tier 3 - Year 3)	Matthew Milanowski	05/03/2021	06/30/2024	ONTARGET
Implement Project Based Learning (PBL)	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Engage in building and district level data review processes for reading	Kristen Albert	06/30/2023	06/30/2025	ONTARGET
Administer Reading Tiered Fidelity Inventory (R-TFI) 2 times per year	Kristen Albert	06/30/2023	06/30/2025	ONTARGET
Train staff on SQ3R and monitor their implementation of the strategy	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Train staff on Explicit Vocabulary and monitor the implementation of the strategy	Ronda Dyer	05/03/2021	06/30/2024	ONTARGET
Train and establish calendar for Acadience	Kristen Albert	06/30/2023	06/30/2025	ONTARGET
Hold annual community	Stacey	05/03/2021	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
engagement event and provide cultural liaisons for translation	Martinez			
Subcommittee to define parents/community	Heidi Cate	05/03/2021	06/30/2025	ONTARGET
RTAs and BIs will address student behaviors and dysregulation to increase students' time on task and, thus, credit accrual	Matthew Milanowski	05/03/2021	06/30/2025	ONTARGET
Paraprofessionals and tutors (under the supervision of a certified teacher) will provide research-based reading and math interventions for students behin grade level according to NWEA MAP and Acadience screeners	Kristen Albert	05/03/2021	06/30/2025	ONTARGET
Extra instructional time provided during intersession, Friday or summer school to address reading and math skill gaps for students not at grade level or for credit accrual	Matthew Milanowski	05/03/2021	06/30/2025	ONTARGET
Office manager to process the needed paperwork, etc for Title 1 a and d compliance and to order Title supplemental supplies and technology	Matthew Milanowski	05/03/2021	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS - Literacy (Reading)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/18/2022	MTSS-Reading is being implemented at all sites, however no data is available via the Reading TFI to determine the extent to which it	Matthew Milanowski

Date	Note	Author
	is being implemented with fidelity. Two activities for this strategy have begun to be implemented through staff training, which are SQ3R and Explicit Vocabulary. SQ3R has been reviewed at District Professional Development and is evidence by the notes and agendas from that day. At least one site has begun to use the Anita Archer video trainings for staff for Explicit Vocabulary, as evidenced by meeting agenda/notes.	

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
04/18/2022	MTSS-Reading is reaching all of the intended populations, as it is being implemented by staff at all Lighthouse Academy sites. This is evidenced by meeting agendas/notes.	Matthew Milanowski

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
04/18/2022	Progress was made in supporting this area via SQ3R training during District Professional Development.	Matthew Milanowski

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/18/2022	PBIS Tier 1 is being implemented across the district, and is evident by observation notes of teacher, student, and staff actions and regular meeting notes/minutes. CHAMPS being utilized in all appropriate sites, which include Wedgwood, Eagle Village, and Juvenile Justice Institute, and is evident by observation notes of teacher, student, and staff actions and regular meeting notes/minutes at the locations mentioned above.	Matthew Milanowski

Date	Note	Author

Evidence Data Set for 'PBIS Tier 1 is ...'

Date	Data Name	Provider
04/18/2022	Implementation of PBIS with Fidelity	SWPBIS TFI - Scoring.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
04/18/2022	School-Wide PBIS is being implemented at all sites currently and reaching all intended populations with varying degrees of fidelity. This is evident by PBIS-TFI and building meeting agendas/notes.	Matthew Milanowski

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author
04/15/2022	We are continuing to work with Dr. Jolivette, including participating in Project Climate to monitor data. Notes from meetings with Dr. Jolivette and CSI Planning Meetings provide evidence of implementing resources.	Matthew Milanowski

Monitoring Notes: MTSS Framework (General)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
04/18/2022	No progress was made towards the framework for MTSS.	Matthew Milanowski

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?

Date	Note	Author
04/18/2022	We have yet to make progress on reaching the intended populations for this strategy.	Matthew Milanowski

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?

Date	Note	Author

Date	Note	Author
04/18/2022	Progress was made in capacity by reorganizing leadership of MTSS Mathematics to have the instructional coach for mathematics begin to take a more active roll. This is evidenced by CSI Meeting Notes/ Agendas.	Matthew Milanowski

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 6% for District Data	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?
   No Data Available

Scale/Reach - How well did we reach the intended target population?
   No Data Available

Capacity - How well did we support progress towards our goal?
   No Data Available

Impact - How did student outcomes improve?
   No Data Available

Graduation Rate

Status: ACTIVE

Statement: We will clearly and effectively communicate and implement transitions systems and procedures, increase credit recovery opportunities, provide career exploration through our work-based learning and CTE/EMC opportunities, and provide SEL support when students need it so that we increase the 4-5-6-7 year graduation rates by 5% annually.

Created Date: 05/03/2021   *Target Completion Date:* 06/30/2024

Data Set Name: EDPs, credit accrual, and mental health data

Name	Data Source
Career and College Readiness	Other
Educational Development Plans	Other
Credits attempted vs. earned per LA site	Student Information System (SIS)
Credit accrual for LA South community juniors across school years	Student Information System (SIS)
LA South campus 2022-23 school year goal report	District Determined
Lighthouse Academy 4-, 5-, and 6-year graduation rates	MiSchoolData

Data Story Name: Graduation Rate

Initial Data Analysis: Overall, the district has improved the percentage of students with completed Educational Development Plans (EDPs) within 30 days of enrollment at Lighthouse Academy. Decrease in student employment percentage and steady post-secondary enrollment numbers. Project Northstar enrollment has increased and iCEV is an emerging data collection area and is being piloted.

Initial Initiative Inventory and Analysis:
Improved systems around EDP completion and monitoring.
Continued to build and expand the relationship with Project Northstar
Provided professional learning to build understanding for iCEV curriculum

Gap Analysis: There is a substantial gap in where we are with post-secondary employment and education and where we would like to be. The gap for EDP completion has narrowed,

but there still exists a gap in the percentage of EDPs completed within 30 days. The district has started to enroll students in job skills training and CTE courses, however we are far from being able to offer it to the target percentage of our students.

District Data Story Summary:
Processes and procedures for student completion of EDPs
Supports for student post-secondary employment and education
Follow-up supports after transferring to another district

Analysis:

Root Cause
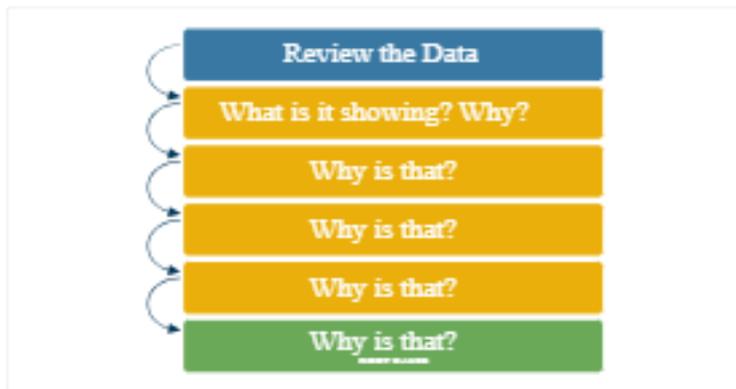
Five Whys

- Why: Inconsistent procedures

- Why: Lack of clarity in communication around the expectations for EDP completion and no system to progress monitor was in place. This contributed to students not seeing a clear pathway towards graduation which impacts their motivation to attend school and to progress in their coursework by mastering standrads and accruing credits. In addition, attendance and low standards mastery/credit accrual may reflect that students do not see the relevance of their coursework. Finally, students' externalizing and internalizing behaviors show the need for increased SEL support.

Challenge Statement: If we continue to clearly and effectively communicate and implement transitions systems and procedures, increase credit recovery opportunities, provide career exploration through our work-based learning and CTE/EMC opportunities, and provide SEL support when students need it, then we will see an increase in the percent of EDPs complete, an increase in students finding employment, an increase in secondary and post-secondary education enrollment, an increase in student participation and engagement in job skills and CTE curriculum, and ultimately, a decrease in dropout rate and increase in graduation rates.

Strategies:

(1/3): Michigan Career Development Model

Owner: Lucas Yax

Start Date: 06/02/2021　　　　　　　*Due Date:* 06/30/2024

Summary: The Michigan Career Development Model (MI CDM) is designed to provide all students (K-12) in the Michigan educational system with the necessary knowledge and skills for success in a career of their choice and lifelong learning.

This guidance is designed to provide the targets for implementing the MI CDM. The Michigan Department of Education (MDE) recommends districts utilize their school improvement team to implement this model. In 2018 several bills were passed in the legislature that require school districts to take a more active role in assisting students as they prepare for their future education and careers. Districts must incorporate grade level career development education within their K-12 educational delivery system. Additional information regarding the legislative requirements are referenced in Appendix A.

The MI CDM provides required targets and suggested instructional strategies to meet those targets, organized by K-12 grade level bands, designed to assist schools in developing a local or regional model program. Although the model is organized by grade level bands, the district is expected to deliver career development at each grade level. The bands were designed to allow flexibility in delivery, not to omit instruction in a grade level. The grade level bands are: Career Awareness: Grades K-3; Career Awareness: Grades 4-6; Career Exploration: Grades 7 & 8; Career Preparation: Grades 9 & 10; Career Preparation: Grades 11 & 12

Buildings: All Active Buildings

Total Budget: $1.00
- Other Federal Funds (Federal Funds)
- Title I Part A (Federal Funds)
- Title I Part D (Federal Funds)
- Title III Part A, English Learners (Federal Funds)
- Title IV Part A, Student Support & Academic Enrichment (Federal Funds)
- General Fund (Other)

Communication:

Method	Audience
- MI School Data - Other - School Board Meeting - Email Campaign - Presentations - District Website Update - Parent Newsletter	- Community-at-Large - Educators - Staff - School Board - Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status

Activity	Owner	Start Date	Due Date	Status
Develop and Support of student transitions and EDP's coordinated by EMC/CTE Director, student advocates, and transition coordinator	Lucas Yax	06/02/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Implementation of Job Skills and Career readiness program	Lucas Yax	06/02/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Committee to review the process of Name a Future (NAF) accreditation	Lucas Yax	05/26/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Speaker Series - Face to face and virtual options - Once per month	Lucas Yax	05/26/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create a plan for implementation of Early Middle College	Lucas Yax	05/26/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Pilot program - West Michigan Hispanic Center to document barriers for refugees	Lucas Yax	05/26/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Enrichment activities including sports to engage students in school and educational field trips in order to improve achievement, credit accrual, and thus graduation rates	Matthew Milanowski	06/02/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(2/3): Michigan Model for Health

Owner: Lucas Yax

Start Date: 06/24/2021   *Due Date:* 06/30/2024

Summary: The Michigan Model for Health™ (MMH) is an evidence- and skills-based curriculum that provides comprehensive school health education for school-aged children grades Pre-K-12. It is aligned with both national and state health education standards and facilitates sequential learning through lessons that include a variety of teaching and learning techniques, skill development and practice, and emphasizes positive lifestyle behaviors in students and families. Learning centers on knowledge, skills, self-efficacy, and environmental support for healthy behaviors. Michigan Model for Health topics include: Social-emotional learning; alcohol and other drugs misuse prevention; nutrition and physical activity; safety; personal health and wellness; HIV and sex ed including puberty.

Buildings
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Other
- School Board Meeting
- Email Campaign
- Parent Newsletter
- Social Media

Audience
- Community-at-Large
- Educators
- Staff
- School Board

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Healthy Living Programing	Lucas Yax	06/24/2021	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

(3/3): Learn at Your Own Pace

Owner: Lucas Yax

Start Date: 05/30/2023   *Due Date:* 06/30/2024

Summary: These learning units help educators make connections between technology tools and best practice instructional strategies. They can be used for self-paced learning and for professional development by schools or educational service agencies. Topics include coding, media literacy, personalized learning and much more.

Buildings
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- Title I Part D (Federal Funds)

Communication:

Method
- MI School Data
- Other
- Presentations

Audience
- Community-at-Large
- Educators
- Staff
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Intercession on Non-Instructional Days	Lucas Yax	05/30/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Offer credit recovery for 2 weeks after every trimester	Heidi Cate	05/30/2023	06/30/2024	ONTARGET
Activity Buildings: • Lighthouse Academy - The Pier				
EWIMS-explore the system to determine applicability to LA	Heidi Cate	05/30/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Explore and develop research-based best practices for implementation at LA sites	Heidi Cate	05/30/2023	06/30/2024	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
The percent of juniors passing classes (credits earned vs. credits attempted) will be 90%	Lucas Yax	06/29/2024	ONTARGET
Resource Allocation Review This narrative represents a small district, Lighthouse Academy (LA) that consists of 7 sites with a total of 360-375 students daily. Demographically, LA serves nearly 100% free and reduced lunch eligible students whose ethnicity is 53% African American, 20% Caucasian, 18% Hispanic, 1% Asian, and 8% other. One of the schools, Lighthouse Academy-South, has been identified as a Comprehensive Intervention and Supports (CSI) school. The district completed a graduation rate inquiry (one of the areas for which LA South was identified as a CSI school) area focused on standards mastery/ credit recovery, engagement of students as measured by attendance and credit accrual, enrollment in career exploration activities such as work-based learning and CTE/Early Middle College, and mental wellness. During initial continuous improvement planning for LA south, the team considered the	Heidi Cate	06/29/2024	ONTARGET

Measure	Owner	Due Date	Status
questions listed under Conducting a Meaningful RAR. The team then chose to review the allocation and utilization of resources specific to teachers and paraprofessionals to provide standards-mastery support leading to credit recovery/accrual; teachers and support staff to provide SEL support to students in need of these supports, and, finally, connection of coursework to relevant career exploration activities. It was decided that more staff FTEs nor materials were needed to support this goal but, rather, the allocation of time that this group of staff take on reveiwing data (increased to at least monthly rather than just quarterly) and that they needed to have a collabartive discussion about the data to make a plan integrating all of their services to students to address the graduation rates. Here is an outline of the activities of the continuous improvement team: 1. Completed a Needs Assessment, including a specific focus on graduation rates across the district and the CSI identified LA South campus. A. In addition to the			

Measure	Owner	Due Date	Status
multiple questions the team considered related to standards-mastery and credit accrual, mental wellness of students, and career exploration activities, the team discussed resource allocation. i. In what ways is our district allocating resources to support graduation? 1. The Executive Director provided financial data (budgeted and spent amounts) from funding sources including: 31a, Title 1a, Title 1d, Title IV, Title III, 41a, 22b. 2. In addition, the Executive Director provided personnel resources data such as: FTEs, staff certifications, staff-to-student ratios, and PD provided by the district in the areas of graduation (preventing dropout), credit accrual, standards-based grading, CTE/EMC/Career Exploration. ii. The team considered if the resources outlined in i(1) and i(2) above were adequate to implement the strategies and activities outlined in the MICIP plan to address the Graduation goal. 2.Determine a possible root cause(s). A. The team considered whether the current strategies, if implemented			

Measure	Owner	Due Date	Status
with fidelity, would result in the Goal being met by addressing the identified root cause(s). B. If not, the team considered various strategies needed and the resources to implement the strategies to address the root cause(s). 3. Finally, using the information collected above, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to assure that adequate resources were allocated to address the Graduation Goal and the strategies and activities as written in the MICIP plan.			

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Michigan Career Development Model Activities

Activity	Owner	Start Date	Due Date	Status
Develop and Support of student transitions and EDP's coordinated by EMC/CTE Director, student advocates, and transition coordinator	Lucas Yax	06/02/2021	06/30/2024	ONTARGET
Implementation of Job Skills and Career readiness program	Lucas Yax	06/02/2021	06/30/2024	ONTARGET
Committee to review the process of Name a Future	Lucas Yax	05/26/2023	06/30/2024	ONTARGET

Activity	Owner	Start Date	Due Date	Status
(NAF) accreditation				
Speaker Series - Face to face and virtual options - Once per month	Lucas Yax	05/26/2023	06/30/2024	ONTARGET
Create a plan for implementation of Early Middle College	Lucas Yax	05/26/2023	06/30/2024	ONTARGET
Pilot program - West Michigan Hispanic Center to document barriers for refugees	Lucas Yax	05/26/2023	06/30/2024	ONTARGET
Enrichment activities including sports to engage students in school and educational field trips in order to improve achievement, credit accrual, and thus graduation rates	Matthew Milanowski	06/02/2021	06/30/2024	ONTARGET

Michigan Model for Health Activities

Activity	Owner	Start Date	Due Date	Status
Healthy Living Programing	Lucas Yax	06/24/2021	06/30/2024	ONTARGET

Learn at Your Own Pace Activities

Activity	Owner	Start Date	Due Date	Status
Intercession on Non-Instructional Days	Lucas Yax	05/30/2023	06/30/2024	ONTARGET
Offer credit recovery for 2 weeks after every trimester	Heidi Cate	05/30/2023	06/30/2024	ONTARGET
EWIMS-explore the system to determine applicability to LA	Heidi Cate	05/30/2023	06/30/2024	ONTARGET
Explore and develop research-based best practices for implementation at LA sites	Heidi Cate	05/30/2023	06/30/2024	ONTARGET

Monitoring Notes

Monitoring Notes: Learn at Your Own Pace

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Michigan Career Development Model

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/23/2022	Have hired CTE and EMC program developer and director. Guidance from Kent ISD to update job skills and certification for education technology (Z space) Implemented and using ICEV for gaining stackable certifications in trades Every site has fully implemented Xello in advisory class Increase in number of students having EDPs completed on time 30-60-90 day follow up policy for students when leaving facilities - continuing to work on this policy	Matthew Milanowski

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Michigan Model for Health

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/23/2022	Partnership with Kent County Health department to implement healthy living	Matthew Milanowski

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Increase Graduation Rate for Educational Development Plans	06/30/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

While Child/SEL

Status: ACTIVE

Statement: Student's behaviors will reduce by at least 5% each year

Created Date: 05/11/2021   *Target Completion Date:* 06/30/2025

Data Set Name: Whole Child/Social Emotional Learning

Name	Data Source
North SWIS data	Other
PIER SWIS data	Other
South SWIS data	Other
Waalkes SWIS data	Other
SRSS District Fall to Winter data	Other

Data Story Name: Whole Child/Social Emotional Learning

Initial Data Analysis:

Accomplishments

Challenges/Next Steps

All staff completed TISC online
We have internal expertise
Trauma-informed leadership group-staff led
Special cares fund for teletherapy
Conducting the SRSS
Revised non-academic Ferris data points
Staff is applying trauma learning to themselves
Language used is trauma-focused
Other data points positively impacted by understanding of trauma

Plan to keep staff trained and using what they've learned
Create videos (productive/non-productive models)
Identity ways for staff to apply (look-fors of trauma-informed practice)
Tiered approach to trauma-informed
Develop system for annual refresher
Calendar out who (how many--training for district)/when--walk through--classroom 180
SEL conversation (Marzano curriculum)
Create plan that prioritizes need/resources that can be matched to available funds
Look into liability/insurance for possibility of therapy animals on sites

Initial Initiative Inventory and Analysis:
Staff are in process of completing the Online Trauma Academy.

Continuous building level conversations have been held throughout the school year and staff have been beginning to apply trauma-informed language.

Staff have completed district-led professional development related to mindfulness and restorative practices.

Staff have been trained on SRSS and have completed the data collection.

Teletherapy services have been coordinated and are beginning to be implemented.

Staff have begun the initial phases of mindfulness

Gap Analysis: We would like to create a district made online academy for trauma informed practices to ensure sustainability of the effort. Utilize SRSS and behavior data points to inform changes and how those align to program needs and resources. Teachers still need to complete the Classroom 180 training. How does Classroom180, CHAMPs, Zones of Regulation, and possibly other Trauma-Informed and/or SEL curriculum meet the needs of our students?

District Data Story Summary:
Need to build LA Online Trauma-Informed Resource Center
Need to continue to regularly embed scenario conversations
We need to identify the staff and time frame to create the resource center

Need a consistent tier format to address trauma-informed interventions/SEL. Do an EI review process with the Trauma-Informed and SEL programming noted above to determine which of these we will invest in (curriculum and training district-wide).
Need additional resources on how to apply mindfulness in the classroom
How can we explore the possibility of incorporating therapy animals into our schools
Need to develop more teachers capacity in Classroom 180 practices
Need TOT in Restorative Practices (have CPI)

Analysis:

Root Cause

Five Whys

- Why:
  We are in the first year of implementation of the TIS and we need to continue to explore how to sustain this effort throughout the district.
  We cannot purchase the third party online academy, therefore need to create the Lighthouse Academy Online Trauma Resource center to ensure new staff are receiving consistent information as well as creating embedded and sustainable resources.
  Equips staff to work with students who have experienced complex trauma to "see what's beneath the surface" and to intervene in a manner that is informed by this.
  Equipping students not only academically, but, also, socially, emotionally, and to have a productive adult life.

Challenge Statement: If LA wants to educate the whole child, then we utilize SEL and trauma informed practices as the team works with students.

Strategies:

(1/2): Student Support Network

Owner: Stacey Martinez

Start Date: 07/01/2021   *Due Date:* 06/23/2023

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings

- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00

- IDEA Part B (Section 611) (Federal Funds)
- Title I Part A (Federal Funds)
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
• School Board Meeting • Presentations • Parent Newsletter	• Community-at-Large • Educators • Staff • School Board • Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Identify the content for the internal trauma informed modules and the case scenarios and assign staff to complete the modules.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Design an SEL curriculum and when and who will implement the curriculum.	Stacey Martinez	08/01/2022	06/23/2023	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				
Identify training modules on how to implement Mindfulness (and include integration with Trauma	Stacey Martinez	06/30/2022	06/23/2023	OVERDUE

Activity	Owner	Start Date	Due Date	Status
Informed Practices).				
Activity Buildings: All Buildings in Implementation Plan				
Identify training modules on how to implement Restorative Practices.	Stacey Martinez	06/30/2022	06/23/2023	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				
Get a TOT in place for Restorative Practice.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				
Explore the use of therapy animals for sites.	Stacey Martinez	08/28/2021	06/22/2022	COMPLETE
Activity Buildings: All Buildings in Implementation Plan				

(2/2): MTSS - PBIS (Behavior)

Owner: Lucas Yax

Start Date: 05/30/2023   *Due Date:* 06/30/2025

Summary: The behavior components of a Multi-Tiered System of Supports (PBIS) is a three-tiered framework that integrates data, systems and practices to improve outcomes. The data, systems and practices necessary to implement the behavior components of MTSS are defined by the PBIS Tiered Fidelity Inventory and aligned to MDE's five essential components of MTSS.

Buildings

- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00

- Title I Part A (Federal Funds)
- General Fund (Other)
- At Risk (31-A) (State Funds)

Communication:

Method	Audience
• MI School Data	• Community-at-Large
• Email Campaign	• Educators
• Presentations	• Staff
• District Website Update	• Parents
• Parent Newsletter	

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Identify and train building contacts for PBIS-TFI	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Consistent use of behavior data	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CHAMPS - Annual refresher training for staff	Lucas Yax	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
CHAMPS - Classroom implementation and monitoring	Lucas Yax	06/30/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: • Lighthouse Academy - Eagle Village • Lighthouse Academy - South Campus				
Create a PBIS subcommittee to examine Power School and SWIS functionality to fit the need of LA	Lucas Yax	06/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Regular team meeting with planned agendas	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Develop a district-wide protocol for engaging in data review processes for PBIS	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Engage in data review processes for PBIS	Lucas Yax	05/30/2023	06/30/2023	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				
Establish Implementation Plan for each Tier to be implemented	Lucas Yax	05/30/2023	06/30/2023	OVERDUE
Activity Buildings: All Buildings in Implementation Plan				
Administer PBIS-TFI district wide 2 times per year until at fidelity with each Tier (then annually)	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Decrease by 5% for SRSS District Fall to Winter data		06/22/2022	OVERDUE

Impact Notes

Date	Note	Author
04/22/2022	We completed the Trauma Informed schools, Mindfulness, and Restorative Practices podcasts and are in process of distributing these to new staff. We are taking the Blueprint SEL training and will work with the support PLCs and teachers to identify the best SEL curriculum to support our student socio-emotional needs. The ToT for Restorative Practices is trained. We explored the use of therapy animals and our insurance will not allow this.	Heidi Cate

Adjust Notes:

No Data Available

Activity Status:

Student Support Network Activities

Activity	Owner	Start Date	Due Date	Status
Identify the content for the internal trauma informed modules and the case scenarios and assign staff to complete the modules.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Design an SEL curriculum and when and who will implement the curriculum.	Stacey Martinez	08/01/2022	06/23/2023	OVERDUE
Identify training modules on how to implement Mindfulness (and include integration with Trauma Informed Practices).	Stacey Martinez	06/30/2022	06/23/2023	OVERDUE
Identify training modules on how to implement Restorative Practices.	Stacey Martinez	06/30/2022	06/23/2023	OVERDUE
Get a TOT in place for Restorative Practice.	Stacey Martinez	07/01/2021	06/23/2023	COMPLETE
Explore the use of therapy animals for sites.	Stacey Martinez	08/28/2021	06/22/2022	COMPLETE

MTSS - PBIS (Behavior) Activities

Activity	Owner	Start Date	Due Date	Status
Identify and train building	Lucas Yax	05/30/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
contacts for PBIS-TFI				
Consistent use of behavior data	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
CHAMPS - Annual refresher training for staff	Lucas Yax	06/30/2023	06/30/2025	ONTARGET
CHAMPS - Classroom implementation and monitoring	Lucas Yax	06/30/2023	06/30/2025	ONTARGET
Create a PBIS subcommittee to examine Power School and SWIS functionality to fit the need of LA	Lucas Yax	06/30/2023	06/30/2025	ONTARGET
Regular team meeting with planned agendas	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
Develop a district-wide protocol for engaging in data review processes for PBIS	Lucas Yax	05/30/2023	06/30/2025	ONTARGET
Engage in data review processes for PBIS	Lucas Yax	05/30/2023	06/30/2023	OVERDUE
Establish Implementation Plan for each Tier to be implemented	Lucas Yax	05/30/2023	06/30/2023	OVERDUE
Administer PBIS-TFI district wide 2 times per year until at fidelity with each Tier (then annually)	Lucas Yax	05/30/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: MTSS - PBIS (Behavior)

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Monitoring Notes: Student Support Network

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?

Date	Note	Author
06/23/2022	Completed internal trauma informed modules as a podcast. Future podcasts will be completed next school year. Teachers and support staff will help make selection of SEL curriculum using CASEL process	Matthew Milanowski

Evidence Data Set for 'Completed inter...'

Date	Data Name	Provider
06/23/2022	Responding vs Reacting Transcript	Responding vs Reacting.pdf
06/23/2022	ACES and Trauma Awareness Transcript	ACEs and Trauma Awarenes Transcript.pdf
06/23/2022	Transcript - Creating a Trauma Informed Environment	Copy of Transcript_ Creating a trauma-informed environment.pdf

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 5% for SRSS District Fall to Winter data	06/30/2025	ONTARGET
Increase by 5% for SRSS District Fall to Winter data	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?
No Data Available

Capacity - How well did we support progress towards our goal?
No Data Available

Impact - How did student outcomes improve?
No Data Available

Assessment Participation

Status: ACTIVE

Statement: We will communicate the importance of state assessment participation early and frequently to students, parents/guardians, and case workers and we will idetify potential barriers to transportation, epsecially to our virtual students, so that we increase LA students participating in state assessments to 98% by June 30, 2025.

Created Date: 06/05/2023   *Target Completion Date:* 06/30/2025

Data Set Name: In the 2021-22 school year, LA south had less 95% state assessment participation.

Name	Data Source
2021-22 school index	MiSchoolData
Preliminary Assessment Participation Rates Spring 2023	District Determined

Data Story Name: In the 2021-22 school year, LA south had less than 95% state assessment participation.

Initial Data Analysis: Assessment partipcation had been 95% or greater prior to COVID and in the 2021-22 school year, it was only in the mid-70%'s. When looking at the students that did not get assessed, we found that the majority of them were virtual students that did not come in for testing due to transportation issues as well as students and families not understanding the importance of completing state assessments.

Initial Initiative Inventory and Analysis: We had an assessment coordinator in place but there was not adequate coorindation between the assessment coordinator and the virtual teachers and other staff working with the virtual students and families (e.g., students advocates, school social workers, and office staff). In some cases, there was

Gap Analysis: The set up for assessments, especially for those students who require transportation to a testing site should be planned for very early. This had not happend in the 2021-22 school year. In addition, communication with not only the students, but also the parent/guardians and case workers about the importance of state assessment participation needs to begin early and happen frequently. Finally, backup transportation must be planned. Many of our students attend public transportation and/or rely on family tranportation which is not always reliable or on time. This alternate transportation might include gas cards or transportation by support staff that are approved by our central office to transport students.

District Data Story Summary: Unless we prepare for assessments early, especially transportation for those who are virtual, assessment participation is negatively impacted. In addition, communicating the improtance of assessments early and frequently to students, parent/guardians, and case workers, as applicable will increase the probability of students coming in to take their state assessments. Finally, providing backup transportation options if sudden barriers to transportation arise will assure that students

come in to take the assessments.

Analysis:

Root Cause
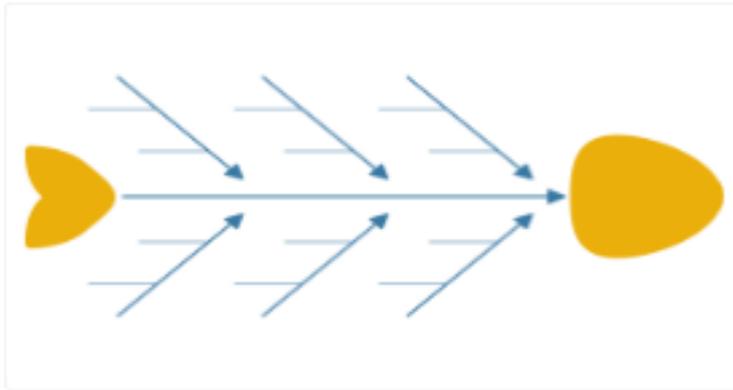
Summary of Fishbone discovery:

If we don't start the assessment plan early enough, including how to transport students to assessment sites, we have lower participation rates. In addition, if we do not communicate the importance of state assessment participation to students and parent/guardians and case workers, they do not prioritize attending to take the state assessments. Finally, if we do not have backup alternates to transport students, they may not come in to take state assessments.

Supporting Documents

No Documents Included

Challenge Statement: Our current reality is that we had state assessment participation dip to in the low 70%'s when the state requirement is 95% or greater participation in state assessments. When reviewing which students took the state assessment vs. those who did not in Spring 2022, we found that the majority that did not participate were students in virtual programming. Further exploration of each student's reason for not taking the state assessments revealed that they did not have reliable transportation to the testing site on state assessment dates. In addition, the assessment coordinator had not commnicated the improtance of state assessment participation early or frequently enough to the students, parent/guardians, nor the case workers, as appliable. In addition, students and families report issues with getting transportation to the testing site, so gas cards and staff being available (and cleared by central office) to drive the students is a needed service to address this barrier.

Strategies:

(1/1): High Quality Balanced Assessment System

Owner: Stacey Martinez

Start Date: 06/05/2023   *Due Date:* 06/30/2025

Summary: The Michigan Assessment Consortium (MAC) provides leadership and services to advance assessment literacy and the implementation of a high-quality balanced assessment system. In order to achieve this, the MAC has developed tools and resources to support the development of assessment literacy and the implementation of a balanced assessment system. The critical components of a high quality balanced assessment system have been delineated and described with supporting professional learning in the attached Strategy Implementation Guide for a High Quality Balanced Assessment System. This document explains the levels of a balanced system, including the use of the formative assessment process, interim/benchmark assessments, and summative assessments. In addition, it provides information to deepen understanding of assessment of learning and assessment for learning. A planning tool and links to professional learning for deeper study are also provided within the resources. Explore our website for resources, and contact us for information about current professional learning opportunities at 517.816.4520 or klafave@michiganassessmentconsortium.org. https://www.michiganassessmentconsortium.org/

Buildings: All Active Buildings

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Email Campaign

Audience
- Educators
- Staff
- School Board
- Parents

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Build a network with other schools for remote testing sites	Stacey Martinez	06/05/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Create a communication plan to students, parents/guardians, and case workers, as applicable, about the importance of state assessments and implement it.	Heidi Cate	06/05/2023	06/30/2025	ONTARGET

Activity	Owner	Start Date	Due Date	Status
Activity Buildings: All Buildings in Implementation Plan				
Create a plan for transportation for all students to attend to take state assessments (especially virtual students).	Heidi Cate	06/05/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 95% for 2021-22 school index		06/30/2023	OVERDUE
Increase by 97% for 2021-22 school index		06/30/2024	ONTARGET
Resource Allocation Review This narrative represents a small district, Lighthouse Academy (LA) that consists of 7 sites with a total of 360-375 students daily. Demographically, LA serves nearly 100% free and reduced lunch eligible students whose ethnicity is 53% African American, 20% Caucasian, 18% Hispanic, 1% Asian, and 8% other. One of the schools, Lighthouse Academy-South, has been identified as a Comprehensive Intervention and Supports (CSI) school. The district completed a assessment participation (one of the areas for which LA South was identified as a CSI school) area focused on frequent and early communcation with	Heidi Cate	06/29/2025	ONTARGET

Measure	Owner	Due Date	Status
students, parent/guardians, and case workers (as applicable) about the importance of participating in state assessments and addressing any barraiers to transportation to the testing site (especially in regards to virtual students). During initial continuous improvement planning for LA south, the team considered the questions listed under Conducting a Meaningful RAR. The team then chose to review the allocation and utilization of resources specific to adminstration, the assessment coordinator, and support staff to provide frequent and early communication about the importance of taking state assessments with students, parent/gaurdians, and case managers and for addressing any transportation to the testing site barriers that may exist. It was decided that more staff were not needed to support this goal but, rather, the allocation of time that this group of staff take on communicating about state assessments with students, parent/guardians, and case mangers and that they begin this early would be adjusted in the 2023-24 school year (beginning in November and continuing			

Measure	Owner	Due Date	Status
through March) and that they needed to have a collaborative discussion about communications and about potential barriers to transportation for all students (as well as focused efforts with virtual students). In addition, resources in the form of gas cards and planning for mileage reimbursements for support staff to transport students who do not have transportation or suddenly had transportation issues come up and who needed an emergency ride to the state testing site on the day of the assessment. Here is an outline of the activities of the continuous improvement team: 1. Completed a Needs Assessment, including a specific focus on graduation rates across the district and the CSI identified LA South campus. A. In addition to the multiple questions the team considered related to frequent and early communication about the importance of state assessment participation with students, parent/ guardians, and case managers, the team discussed resource allocation. i. In what ways is our			

Measure	Owner	Due Date	Status
district allocating resources to support assessment participation? 1. The Executive Director provided financial data (budgeted and spent amounts) from funding sources including: 31a, Title 1a, Title 1d, Title IV, Title III, 41a, 22b. 2. In addition, the Executive Director provided personnel resources data such as: FTEs, staff certifications, staff-to-student ratios, and PD provided by the district in the areas of state assessments. ii. The team considered if the resources outlined in i(1) and i(2) above were adequate to implement the strategies and activities outlined in the MICIP plan to address the Assessment Participation goal. 2.Determine a possible root cause(s). A. The team considered whether the current strategies, if implemented with fidelity, would result in the Goal being met by addressing the identified root cause(s). B. If not, the team considered various strategies needed and the resources to implement the strategies to address the root cause(s). 3. Finally, using the			

Measure	Owner	Due Date	Status
information collected above, the team considered any inequities in resource allocation that needed to be addressed and developed a plan to assure that adequate resources were allocated to address the Assessment Participation Goal and the strategies and activities as written in the MICIP plan.			

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

High Quality Balanced Assessment System Activities

Activity	Owner	Start Date	Due Date	Status
Build a network with other schools for remote testing sites	Stacey Martinez	06/05/2023	06/30/2025	ONTARGET
Create a communication plan to students, parents/ guardians, and case workers, as applicable, about the importance of state assessments and implement it.	Heidi Cate	06/05/2023	06/30/2025	ONTARGET
Create a plan for transportation for all students to attend to take state assessments (especially virtual students).	Heidi Cate	06/05/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: High Quality Balanced Assessment System

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 98% for 2021-22 school index	06/30/2025	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available

Whole Child/SEL

Status: ACTIVE

Statement: By 6/30/2025, students' negative behaviors willl reduce by 5% each year.

Created Date: 06/05/2023   *Target Completion Date:* 06/30/2025

Data Set Name: SEL & Behaviors Copy

Name	Data Source
LA Community Program Behavior and SRSS data	Acadience

Data Story Name: SEL & Behaviors Copy

Initial Data Analysis: Students internalizing and externalizing behaviors lead to interrupted academic time and, thus, student progress.

Initial Initiative Inventory and Analysis: Conitnued staff training and implementation of the RTP process, Restorative Practices, and Trauma Informed practices have led to improved student behaviors. In addition, Project Climate curriculum provided to students has taught pro-social behaviors.

Gap Analysis: Staff turnover has led to the need to train staff in our practices to improve student behaviors.

District Data Story Summary: As we implement all the practices named above with fidelity, student behaviors will continue to improve and, thus, student achievement

Analysis:

Root Cause
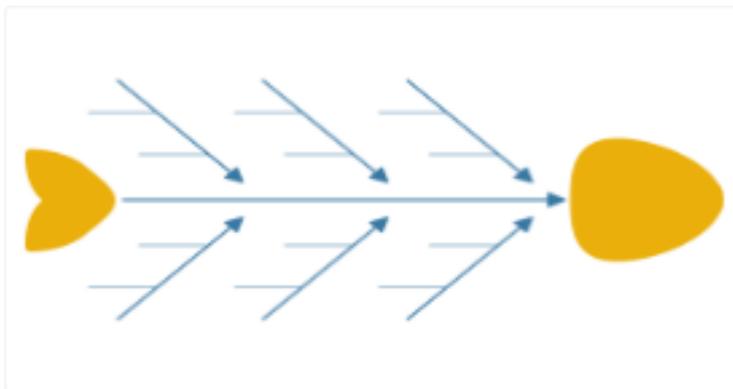
Summary of Fishbone discovery:
As students' behaviors improve, we see an increase in student achievement.

Supporting Documents
No Documents Included

Challenge Statement: We need to train staff in all Lighthouse behavior management practices to assure student behaviors are addressed in effective ways that lead to improved student behaviors.

Strategies:

(1/1): Student Support Network

Owner: Stacey Martinez

Start Date: 06/05/2023   *Due Date:* 06/30/2025

Summary: This system is concerned with implementing and supporting a vision of high-quality student support to effectively nurture and support all students who come to school with non-academic needs that create obstacles for high achievement.

Buildings
- Lighthouse Academy - Eagle Village
- Lighthouse Academy - South Campus
- Lighthouse Academy - The Pier
- Lighthouse Academy - Waalkes
- Lighthouse Academy - North Campus (Closed)

Total Budget: $1.00
- General Fund (Other)

Communication:

Method
- Email Campaign

Audience
- Educators
- Staff

Strategy Implementation Plan Activities

Activity	Owner	Start Date	Due Date	Status
Project Climate- review data and adjust programming	Stacey Martinez	06/05/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				
Plan for training, implementation, and monitoring of Restorative Practices, Mindfullness, and Trauma INformed modulen	Stacey Martinez	06/05/2023	06/30/2025	ONTARGET
Activity Buildings: All Buildings in Implementation Plan				

Monitoring and Adjusting:

Evaluate Goal: Interim Target Measures

Measure	Owner	Due Date	Status
Increase by 5% for Tiered Fidelity Inventory		06/30/2024	ONTARGET

Impact Notes:

No Data Available

Adjust Notes:

No Data Available

Activity Status:

Student Support Network Activities

Activity	Owner	Start Date	Due Date	Status
Project Climate- review data and adjust programming	Stacey Martinez	06/05/2023	06/30/2025	ONTARGET
Plan for training, implementation, and monitoring of Restorative Practices, Mindfullness, and Trauma INformed modulen	Stacey Martinez	06/05/2023	06/30/2025	ONTARGET

Monitoring Notes

Monitoring Notes: Student Support Network

Implementation with Fidelity - What progress are we making on implementing the selected strategy as intended? What is the evidence?:

No Data Available

Scale / Reach - What progress are we making on reaching the intended populations? What is the evidence?:

No Data Available

Capacity - What progress are we making on supporting implementation of the goal with sufficient resources? What is the evidence?:

No Data Available

Evaluation Status:

Evaluate Goal: End Target Measures

Measure	Due Date	Status
Decrease by 5% for LA Community Program Behavior and SRSS data	06/30/2024	ONTARGET

Evaluate Goal: Impact Questions and Responses

Fidelity - How well did we engage in our plan as intended?

No Data Available

Scale/Reach - How well did we reach the intended target population?

No Data Available

Capacity - How well did we support progress towards our goal?

No Data Available

Impact - How did student outcomes improve?

No Data Available