

Lighting the way to a brighter future



The Lighthouse School Strategic Plan

November 2024



The Lighthouse School Strategic Plan



purpose

This strategic plan is intended to guide The Lighthouse School (TLS) over the next three to five years. Appendix 1 contains an Annual Work Plan template that will be populated by the Board and Administration for each goal to step down the Strategic Plan into specific actions with timeframes and responsible parties. The intent is the Board and Administration annually revisit the work plan to update and track progress.

vision

The Lighthouse School will provide the educational and social support to foster students' talents, skills and collaborations as they become life-long contributors to their community.

mission

OUR MISSION IS TO PROVIDE STUDENTS AND THEIR FAMILIES WITH A CHALLENGING AND CREATIVE LEARNING ENVIRONMENT DEDICATED TO ACADEMIC EXCELLENCE. Utilizing an eclectic approach to holistic education, we create an atmosphere in which children can reach their social, creative, and intellectual potential. The Lighthouse School values and models compassion for all living things, respect for the environment, and an appreciation for a changing and diverse world. We nurture the whole child -- head, heart, and hands.



goal 1

TO PROVIDE A SUPPORTIVE LEARNING ENVIRONMENT FOCUSED ON ACADEMIC ACHIEVEMENT, COLLABORATION, AND COMMUNICATION

OBJECTIVE: To improve the percentage of students meeting or exceeding grade level standards for academic achievement by creating a stimulating and supportive learning environment.

- >>> **Strategy:** Continue to design and deliver Waldorf-inspired and sequential curriculum that meet state standards and prepare students for high academic achievement in main lessons, science, math, and language arts.
- >>> **Strategy:** Augment regular instruction by offering after-school activities and clubs across grade levels.
- >>> **Strategy:** Continue the middle-school rotation amongst science, math, and language arts teachers, which enhances the middle grade student experience through grade-to-grade continuity and allows teachers to lean into their strengths, while diversifying students day-to-day classroom style.
- >>> **Strategy:** Provide specialties and elective classes to middle school students in a variety of topics to further enrich the middle school experience while complementing core subjects, enabling specialization, and offering opportunities to blend grades.
- >>> **Strategy:** Develop a variety of opportunities for middle school students to engage and mentor students from lower grades (e.g., reading buddies), cultivating a sense of empowerment and emerging responsibility.

OBJECTIVE: Promote growth opportunities and a sense of belonging across kindergarten through eighth grade to achieve full attendance and enrollment.

- >>> **Strategy:** Explore additional opportunities for advanced coursework and academic experiences such as offering 9th grade math curriculum to 8th graders and TLS participation in Oregon Battle of the Books.
- >>> **Strategy:** Provide unique field trips designed to augment, complement, and emphasize lessons outside of the classroom. Continually explore new field trip opportunities.



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- >>> **Strategy:** Increase opportunities for Science, Technology, Engineering, Art and Math (STEAM) activities across all grade levels (e.g., leverage OR STEM Hub resources; add engineering or robotics elective).
- >>> **Strategy:** Invite guest speakers and presenters to the school to enhance curriculum and expand students' exposure to a variety of topics.
- >>> **Strategy:** Encourage greater use by all grades of the outdoor classroom space. Provide upgrades to the outdoor classroom to improve its use.
- >>> **Strategy:** Facilitate TLS students' participation in extracurricular activities (e.g., school sports teams) at hosted and neighboring school districts.
- >>> **Strategy:** Facilitate student transition to high school including forecasting for 8th graders and TLS alumni meetings.

OBJECTIVE: To build students' confidence and capacity to effectively communicate and collaborate.

- >>> **Strategy:** Offer regular, diverse, and rewarding opportunities for achievement, leadership, and collaboration both within and beyond the classroom (e.g., presentations, group classwork, school performances and festivals, and cross-grade activities).
- >>> **Strategy:** Offer honors programs and electives that embed advocacy and reward personal interest and achievement (e.g., journalism, photography, music, dance, and drama).
- >>> **Strategy:** Encourage TLS family and student participation at events such as attending the fall and spring festivals, caroling at the local mission, skate parties, and winter carnival.
- >>> **Strategy:** Help students learn to develop and maintain positive relationships with classmates and recognize differences in others and how to respond empathetically to those differences. Provide opportunities for students to feel a sense of belonging.
- >>> **Strategy:** Provide student intervention and behavior support through trainings, position management, and collaborations necessary to assist students who need support.



goal 2

TO CULTIVATE SKILLED, EMPOWERED PERSONNEL AND EDUCATORS WHO DEVELOP AND EMBODY THE TLS'S MISSION AND VISION

OBJECTIVE: To maintain school staffing in key groups including main lesson teachers, specialty teachers, intervention specialists, support staff, and administrative leadership.

- >>> **Strategy:** Continue Main lesson teachers are provided with opportunities for peer to peer sharing to learn from one another, with a focus on teachers who have similar grade levels (e.g., K-2; 3-5; 6-8) or roles (e.g., intervention specialists).
- >>> **Strategy:** Specialties such as music, art, Spanish, physical education and handwork are maintained while allowing opportunities for growth in the specialties, driven in part by teacher expertise and interest (e.g., gardening, drama).
- >>> **Strategy:** Provide resources, trainings, professional development, and position management for personnel and staff to address student behavior management.

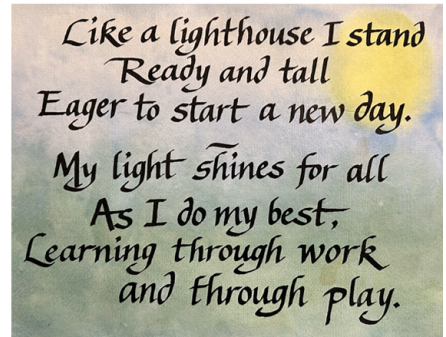
OBJECTIVE: To recruit and retain skilled personnel and educators.

- >>> **Strategy:** Aspire not merely to hire educators to implement the school mission, but proficient and creative participants invested in the school's mission who will become meaningful partners with the board, administration, and families.
- >>> **Strategy:** Continue to develop Waldorf-inspired curriculum that lay out clear frameworks for classroom activities while providing flexibility for educators to have autonomy on design and execution of lessons and activities.
- >>> **Strategy:** Leadership provides sufficient resources for teachers to implement curriculum components.
- >>> **Strategy:** Leadership offers and encourages participation in trainings and professional development opportunities.
- >>> **Strategy:** Leadership promotes a work/life balance, manageable workload, and emotional support, in part by identifying collaborations and opportunities for personnel to develop support networks both within and beyond the school.
- >>> **Strategy:** To the maximum extent practicable (i.e., without sacrificing key elements of TLS model), TLS seeks to offer competitive salary and benefits to personnel.



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- >>> **Strategy:** As practicable, maintain small class sizes to provide a more enriching education experience for both educator and student.
- >>> **Strategy:** Leadership, including the board and director, fosters significant connections with the educators by promoting transparent communication, appreciating diverse talents, and recognizing the essential role educators play in shaping the school's long-term future.





goal 3

TO EXPAND TLS COMMUNITY CONNECTIONS

OBJECTIVE: To enhance family engagement and volunteer participation across all levels at TLS, including LPO, FOLS, the board, committees, and classroom support, it is necessary to foster these connections.

- >>> **Strategy:** Establish a friendly and inclusive atmosphere for volunteering that allows families to see themselves as active contributors. Investigate ways to encourage collaborative efforts and classroom involvement while ensuring the safety of the school environment.
- >>> **Strategy:** Communicate importance of volunteering at TLS throughout the school year (e.g., information at orientation, back to school and meet the teacher nights, and TLS weekly newsletters etc.). Provide diverse tasks and numerous opportunities to address barriers for participation and availability. Ensure volunteer expectations are not creating a barrier to initial or continued enrollment.
- >>> **Strategy:** Encourage accountability around family volunteer commitments and provide easy recording and tracking of hours, potentially through creation of an online reporting system.
- >>> **Strategy:** Create small incentives for volunteerism (e.g. reserved parking spot, raffle prize).
- >>> **Strategy:** Establish a family mentoring system to create a community of volunteerism and inclusion in the school where established families pair with new incoming families to provide guidance and direction.

OBJECTIVE: Enhance the school's visibility and presence in the Coos County community through effective outreach, marketing, and communication strategies.

- >>> **Strategy:** Craft clear messaging of the vision and mission of TLS to use in different outreach settings (e.g., website, social media, presentations, flyers advertising for fundraisers and events) to increase our visibility in the community.
- >>> **Strategy:** Increase TLS's visibility, including through an updated and modernized online presence (e.g., website and social media accounts) and by promoting a student voice in public relation and outreach.



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- >>> **Strategy:** Engage with the broader Coos County community to garner more support for TLS mission (e.g., recruit members of the broader community to serve on TLS boards, committees and work groups; invite community groups to performances and fundraising events).
- >>> **Strategy:** Provide a brief welcome and introduction of TLS at events such as the fall and spring festivals for the benefit of community members.





goal 4

ENSURE THE LOCATION AND LAYOUT OF TLS FACILITIES SERVE THE VISION AND MISSION

OBJECTIVE: To ensure suitable space is provided for features critical to TLS model.

- >>> **Strategy:** Ensure individual classroom space for each grade level (Pre-K through 8th grade).
- >>> **Strategy:** Provide spaces dedicated to specialties and electives, including physical education, art, music, handwork, and Spanish. In addition, continue to provide space for science, literacy intervention, advanced math and math intervention. Such spaces may be multipurpose (e.g., gym and cafeteria).
- >>> **Strategy:** Further develop outdoor space for gardening, learning, and recreation (e.g., outdoor classroom, playground and field).

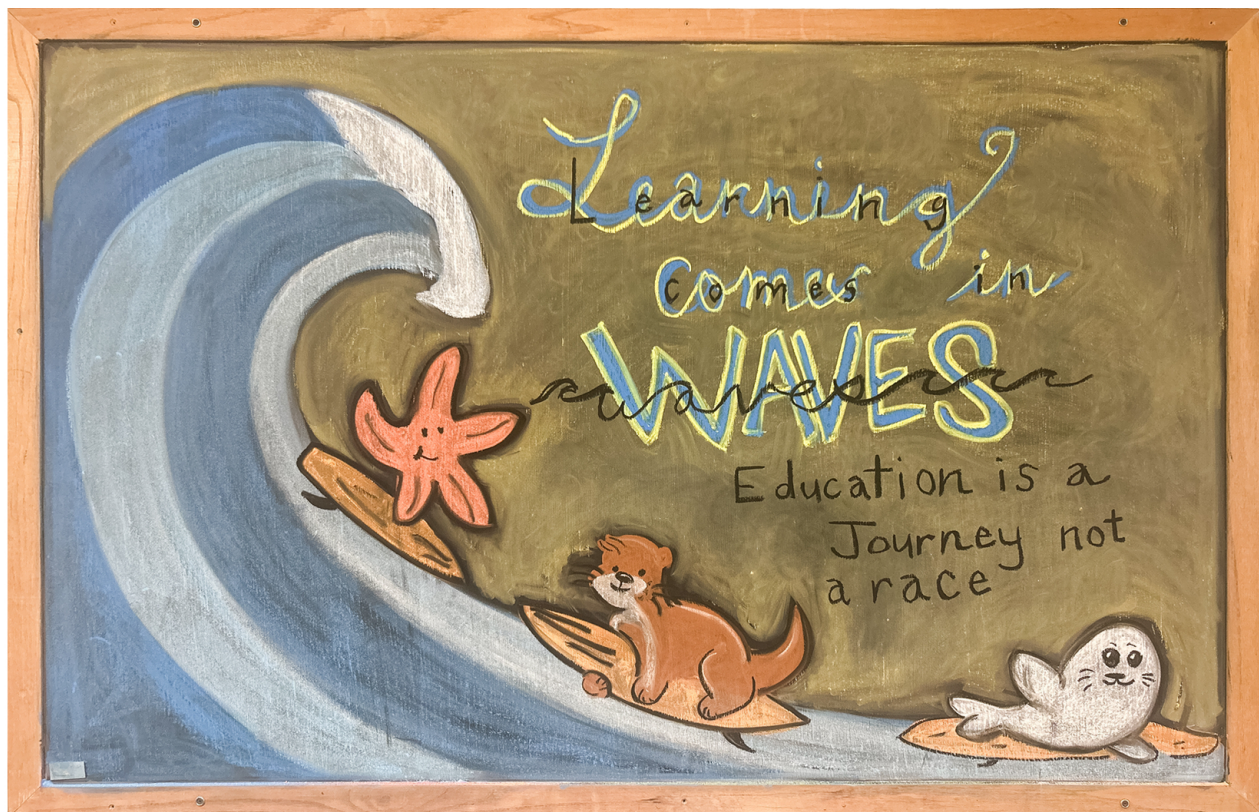
OBJECTIVE: To maintain a sponsoring District for the public charter agreement and a long-term plan for the physical location to house TLS.

- >>> **Strategy:** Secure a new lease, while exploring a longer than 5-year lease option.
- >>> **Strategy:** Continue building a relationship with the Coos Bay School District (CBSD) including having a presence on CBSD teams, committees, and at board meetings; make sure the CBSD leadership sees how TLS fits into their portfolio and occupies a valuable niche.
- >>> **Strategy:** Continue improvements to the current location of TLS (e.g., playground, garden, outdoor classroom, parking lot, outdoor stage).
- >>> **Strategy:** Capitalize on opportunities and incentives for energy efficiency upgrades and updates to the facility.
- >>> **Strategy:** Establish a team to develop a feasibility/cost/benefit analysis for long-term facility options, possibly including construction of a new facility, the purchase and remodel of an existing facility, or engaging with the CBSD for TLS to purchase the Bunker Hill location.
- >>> **Strategy:** Develop a plan for the use of the 62858 house with recommendations for necessary improvements.



OBJECTIVE: To establish safe and welcoming grounds for TLS.

- >>> **Strategy:** Review previous safety “walk throughs” for improvements and compile a comprehensive campus plan for additional safety needs.
- >>> **Strategy:** Work towards earthquake and tsunami preparedness.
- >>> **Strategy:** Review facility and grounds for accommodations, access, and mobility issues, and upgrade accordingly.
- >>> **Strategy:** Continue maintaining and improving landscaping and beautification of grounds to create welcoming premises.





goal 5

TO STRENGTHEN GOVERNANCE AND ORGANIZATIONAL CAPACITY

OBJECTIVE: To ensure TLS remains compliant with all applicable laws.

- >>> **Strategy:** Pursue training for board members (e.g. Oregon School Board Association (OSBA)) on best practices, legal requirements, and board functions.
- >>> **Strategy:** Create a comprehensive board orientation packet to provide to all existing and new board members, including explanation of roles for board members and officers.
- >>> **Strategy:** With assistance from legal counsel, maintain, update, and adopt legal policies for TLS, including review of 2001 bylaws.

OBJECTIVE: To enhance the board's capacity, knowledge, and communication.

- >>> **Strategy:** Recruit board members with a diversity of backgrounds, expertise and experiences.
- >>> **Strategy:** Improve board communication to partners through school appropriate avenues.
- >>> **Strategy:** Capitalize on OSBA resources for board members such as conferences, online information, and trainings.
- >>> **Strategy:** Develop or update roles for board members and officers, including purpose and scope for standing committees and teams.
- >>> **Strategy:** Promote board communication with other charter school boards to increase knowledge and collaborative opportunities.



guiding principles

THE LIGHTHOUSE SCHOOL'S (TLS) GUIDING PRINCIPLES. THIS IS WHO WE ARE, THIS IS WHAT WE DO.

- 1 | Student experience is well-rounded and balanced in the arts, science, and humanities with an energizing curriculum**
 - A)** Curriculum is designed to prepare students for high academic achievement in science, mathematics, language arts, humanities, geography, art, music, etc. A core premise is that TLS students meet or exceed grade-level standards in literacy, math, humanities, and science. The school seeks to achieve this in a way that blends these elements into an integrated whole. The ideal result is a competent, confident student who engages each challenge with their head, heart, and hands working together.
 - B)** Our Waldorf-inspired curriculum is intentionally sequential, developmentally appropriate, and designed for steady growth and integration of academic skills, self-awareness, creativity, and problem-solving abilities as students progress from kindergarten to 8th grade. The curriculum is designed with a progressive expansion of content that includes not just academic competence but also creativity, self-awareness, and social learning. Curriculum fosters the growth of the whole student, with core scholastic competence embedded within a blend of music, art, and poetry; science and the natural world; foreign language; appreciation of cultures, history, and society; and physical movement from athletics to drama and handwork – all of which provide inspiration for students to enjoy learning.
 - C)** A central theme of the TLS student experience is that instruction respects and cultivates the entire spectrum of learning styles. We know that each child has their own talents and challenges, and our educators will help them learn how to use one to navigate the other. Rather than teaching everyone the same way, we want to help everyone learn in their own way while at the same time working with others and appreciating that others may learn differently. At all grade levels, a key goal is to cultivate self-confidence and resilience in all students. TLS programs and curriculum do this in part by teaching children in the context of the talents and capabilities they bring, addressing multiple intelligences and learning approaches, and respecting every child's unique abilities.



2 | Personnel and educators are skilled and empowered

- A) All personnel and educators are oriented and trained in TLS instructional philosophy, supplementing their formal education with Waldorf training and professional development.
- B) Personnel and educators are encouraged and supported in the use of creative instructional techniques, including incorporation of the arts.
- C) Within the framework of the curriculum, educators are encouraged to develop their own implementation and classroom strategies.

3 | Our school provides a supportive learning environment

- A) TLS builds community by encouraging partnerships with families who are actively engaged in classrooms, on committees, teams, and boards, leading Lighthouse Parent Organization (LPO) sponsored events, and serving the school through the Friends of Lighthouse (FOLS). TLS was founded by parents and has always engaged families in the classroom and beyond as important participants in their children's education.
- B) Class sizes are appropriate to support TLS vision and mission.
- C) Pre-kindergarten opportunities are provided and reflect TLS vision and mission.
- D) TLS strives for clear communication with and between TLS personnel, educators, parents, and the broader community.



appendix 1

ANNUAL WORKPLAN TEMPLATE

TLS Board and Administration will develop an annual work plan to step down the Strategic Plan into specific actions with timeframes and responsible parties.

Goal:			
Objective:			
Strategy:			
Action	Responsible party	Timeline	Status
Action	Responsible party	Timeline	Status





THIS IS OUR SCHOOL, LET PEACE DWELL HERE.
LET ALL THE ROOMS BE FILLED WITH HAPPINESS.
LET LOVE LIVE HERE; LOVE OF ONE ANOTHER, LOVE OF
HUMANKIND, LOVE OF LIFE ITSELF AND ALL THE WORLD.
AND LET US REMEMBER, AS MANY HANDS MAKE A HOUSE,
SO MANY HEARTS MAKE A SCHOOL.