

LAUREL SPRINGS SCHOOL
MID-TERM REVISIT PROGRESS REPORT

FEBRUARY 2009

**Prepared for the Accrediting Commission for Schools
Western Association of Schools and Colleges**

**Laurel Springs School
302 West El Paseo, Ojai, California 93023**

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Introduction

Laurel Springs School

Student/Community Profile Data since Full Self-Study/Visit in Fall 2006

Imagine a school with students in all fifty states, offering a rich, standards-based curriculum and personalized instruction that assists every student in reaching for the highest levels of achievement. This school is not a dream; it's a reality; it's Laurel Springs.

Established as an independent school in 1991, Laurel Springs School (LSS) provides a unique distance learning program for grades Kindergarten through twelve. Laurel Springs emphasizes personal responsibility and discovery through its standards-based curriculum and individual one-on-one teacher support for every student. Parents, advisors, teachers, and students collaborate to customize each academic plan. They choose from among California state-adopted texts and research-rich online coursework. Study is home-based, and parent participation is required. Flexible scheduling and one-on-one feedback from teachers assist students in overcoming challenges to achieve their academic goals.

The school mission emphasizes respect for each child as an individual with personal interests, talents, and learning styles, through offering an educational process that values them and provides a personalized approach to learning. Teachers provide individualized assessment and support as the foundation for academic achievement. LSS believes that all students are capable of completing college preparatory work in high school. LSS became an exclusively college preparatory school in 2008, in response to trends in student and community demographics, with open enrollment for all students who desire a rigorous 21st Century education.

Families choose LSS for a variety of reasons, including college preparation, and flexible scheduling for students involved in careers, competitive athletics, and community service projects. Many families seek additional personalized coaching for a greater degree of challenge, self-pacing, and enhanced parent-child relationships. We have a very mobile population. Students may join us for a year, during an illness or movie shoot, or come to us after ninth grade for college preparation. In 2008, LSS opened the Laurel Springs Academy for the Gifted and Talented, in response to a growing contingent of gifted and talented students. Of the graduating seniors in 2008, 59% went on to four-year colleges and universities, and twenty-seven percent went on to two-year or vocational programs. Our graduates have been accepted into highly respected colleges and universities, such as Columbia University, Duke University, Harvard University, Pepperdine University, Pitzer College, Princeton University, Scripps College, Tulane University, University of California-Berkeley, University of California-Los Angeles, University of Southern California, and Yale University, to name a few. Over the past three years, LSS graduates have received over \$4.7 million in scholarship monies for their college educations.

Our latest Student/Community Profile update revealed we teach 2,148 students in fifty states and twenty-six countries. Nearly half the student body lives in California, with Texas, Virginia, Florida, and the international community comprising the remaining top five areas of student residence. Since most of our students and teachers do not reside in the community where the school offices are located, the demographic data included here seeks to describe the individuals who make up our community rather than characterize the city of Ojai.

The school community consists of families from diverse socio-economic backgrounds, ranging from lower middle class to upper class. They have in common a focus on family life; the predominant occupation of the parent home-learning coordinator is at-home care giver. Many parents are business owners or educators whose schedules easily accommodate taking an active role in their children’s education.

The relationships among teachers, students, parents, and staff are the heart of our program. From its headquarters in Ojai, California, nearly forty administrators and non-faculty staff provide support to teachers, students, and families. Thriving use of web-based communication tools, in tandem with the common framework of standards-based assessments and learning goals, allows for effective collaboration for student support. Monthly schoolwide newsletters and our web-based Family Center keep families in touch with current school information as well as one another, and provide parent training for effective navigation through the distance learning process. Teachers, parents, advisors, and administrators have up-to-the-minute information on students’ grades, credits, and seat-time, making distance communication effective and imbuing each student with a sense of team spirit.

The growing demand for distance learning is a reflection of students’ and parents’ desire to expand their options. To meet this demand, LSS offers over 274 courses and a faculty of 84 dedicated teachers.

The heart of LSS is the concept of the learning team, consisting of teacher, parent, and student.

1. Student Indicators

Enrollment by Grade Levels

Enrollment is open year round. The totals in the first table below include all full-time students who enrolled between June 30 and July 1 of each following year.

2005 – 2008 Full-Time Enrollment by Grade Level Groups				
	Pre-K-5th	6th - 8th	9th - 12th	Total
2005-2006	146	457	861	1,464
2006-2007	108	463	814	1,385
2007-2008	173	448	788	1,409

2005 – 2008 Part-Time Enrollment by Grade Level Groups				
	Pre-K-5th	6th - 8th	9th - 12th	Total
2005-2006	224	153	620	997
2006-2007	192	137	620	949
2007-2008	117	83	539	739

2005 – 2008 Total Enrollment by Grade Level Groups				
	Pre-K-5th	6th - 8th	9th - 12th	Total
2005-2006	370	610	1,481	2,461
2006-2007	300	600	1,434	2,334
2007-2008	290	531	1,327	2,148

Student Gender

Our student body gender breakdown is normal, with a little more than half the students being female. This is consistent throughout grade levels and subject areas.

Student Ethnicity

Of our students, 37% are Caucasian, 3% are Hispanic, and 7% are American Indian, Asian, Pacific Islander, Filipino, and African American. The remaining 53% chose not to state their ethnicity.

Student Primary Language

Students must pass English placements in order to enroll. We don't offer an ESL curriculum. In 2007-2008, of student respondents, English is the primary language for 98%, Spanish is the primary language for fewer than 1%, and a little fewer than 2% chose not to state their primary language. From 2005 to 2008, we saw a minor increase in the number of students for whom English is their primary language, from 96% to 98%.

2005 - 2008 Student Primary Language				
School Year	English	Spanish	Other/No response	Total
2005-2006	96%	<1%	4%	100%
2006-2007	98%	<1%	2%	100%
2007-2008	98%	<1%	2%	100%

Student Mobility

There is a new trend in our Student Mobility. Returning students represent an increasingly higher percentage of our total enrollment. This trend has been correlated to enhanced support given by the Academic Support Coordinator and improved College Advising services, along with the new online gradebook. The correlation is based upon qualitative data presented at quarterly meetings by school departments. Although this is seen as a positive trend, we don't expect to have a completely static community. In addition to serving a large group of full-time students, LSS also welcomes wonderful students who need short-term flexibility in their college-preparatory education during life transitions.

2005 - 2008 Student Mobility – Full Time		
	Number of Students	Percentage
2005 - 2006 Returning Students	592	40%
2006 - 2007 Returning Students	674	49%
2007 - 2008 Returning Students	676	48%
2005 - 2006 New Enrollments	890	60%
2006 - 2007 New Enrollments	733	51%
2007 - 2008 New Enrollments	750	52%

2005 - 2008 Student Mobility – Part Time		
	Number of Students	Percentage
2005 - 2006 Returning Students	312	31%
2006 - 2007 Returning Students	395	41%
2007 - 2008 Returning Students	317	42%
2005 - 2006 New Enrollments	697	69%
2006 - 2007 New Enrollments	565	59%
2007 - 2008 New Enrollments	431	58%

Parents

Parent occupations and education levels were first tabulated for the 2004 - 2005 school year, giving us a clearer picture of our community. From 2005-2006 to 2007-2008 there was an 8% increase in the reported education levels of Bachelor's or advanced degrees among parents; the percentage of parents with either a Bachelor's or advanced degree increased from 52% to 60%.

2005 - 2008 Parent Education Levels													
School Year	Some High School		High School Diploma		Some College		Bachelor's Degree		Advanced Degrees		Not Specified		
2005 - 2006	27	1%	178	7%	697	28%	725	29%	577	23%	299	12%	
2006 - 2007	22	1%	128	6%	585	26%	689	31%	610	27%	213	9%	
2007 - 2008	33	1%	177	7%	773	24%	991	31%	921	29%	262	8%	

Findings from Student Indicators

- LSS has experienced an increase in returning families each year. This trend has been correlated to increased support given by the Academic Support Coordinator and improved College Advising services, along with the new online gradebook. The correlation is based upon qualitative data presented at quarterly meetings by school departments. There has been a continued emphasis on helping parents become partners in their children’s education, including a more comprehensive enrollment process, follow-up procedures, and time management coaching.
- From the 2005-2006 to 2007-2008 school years, there was an 8% increase in the reported education levels of Bachelor’s or advanced degrees among parents; the percentage of parents with either a Bachelor’s or advanced degree increased from 52% to 60%. This trend follows the growing demand for college preparatory and advanced studies.
- From 2005 to 2008 we saw a minor increase in the number of students for whom English is their primary language, from 96% to 98%.

2. Attendance Patterns

Student Enrollment Period

LSS offers open enrollment in all delivery programs. Each full-year course is divided into thirty-six lessons, with the intention that one lesson requiring between four and six hours of student time will be completed each week. The ten-month enrollment period allows students time to take holidays and still complete one lesson per week in each course. The Education Department regularly verifies work submitted and contact between students and teachers.

The school’s policy allows students the flexibility to work at their own pace, with time for extra-curricular activities which, in some cases, includes travel and career. However, most LSS families want to complete each grade level within the ten-month enrollment period. To accomplish this, teachers and advisors assist them in learning how to budget their time.

Courses are designed as either a single semester of five months, or a full year of ten months. LSS will allow, by arrangement with the teacher, a one-month grace period on a ten-month enrollment and a two-week grace period on a five-month enrollment, in order to complete assignments or redo projects for a better evaluation.

If the grace period doesn’t allow enough time for a student to complete courses, an extension may be arranged with the teacher and advisor.

Number of Students with Extensions by Grade Level				
	K-4	5-8	9-12	Totals
2005 – 2006	8	63	197	268
2006 – 2007	10	100	205	315
2007 – 2008	14	71	189	274

Number of Extended Courses by Grade Level				
	K-4	5-8	9-12	Totals
2005 – 2006	11	199	533	743
2006 – 2007	11	299	517	827
2007 – 2008	17	206	430	635

Number of Students with Incomplete Courses 2005 – 2008				
School Year	First Semester	Second Semester	Both Semesters	Total
2005-2006	162	251	290	703
2006-2007	181	249	313	743
2007-2008	84	110	127	321

Number of Incomplete Courses 2005 – 2008				
	First Semester	Second Semester	Both Semesters	Total
2005-2006	277	331	575	1,183
2006-2007	283	306	601	1,190
2007-2008	111	133	203	447

School policy for extensions was revised in 2006 and strictly implemented in 2007-2008. Students are not eligible for an extension in a course (four months for a full-year course; two months for a semester course) unless two-thirds of that course is completed by the end of the original enrollment period. This, accompanied with the adjustment from a twelve-month to a ten-month enrollment period for a full-year course, has given greater emphasis to improving student time management. A decrease in extensions and, more important, a decrease in incomplete courses, indicates more students are completing their courses within the allotted time and do not require extensions or repeating courses.

Withdrawals			
	All Students	Full Time Students	Part Time Students
2005 – 2006	359	275	84
2006 – 2007	331	242	89
2007 – 2008	266	190	76

A large shift occurred in our withdrawal rate among full-time students. As a result of our increased time management support, we experienced a drop of 30% in the withdrawal rate among full-time students in the period from 2005-2006 to 2007-2008. The withdrawal rate of part-time students decreased by 10%.

Findings from Attendance Patterns

- There have been consistent decreases in the number of students requiring extensions at the end of their enrollment period.
- The number of students who do not complete one or more courses has also decreased over the past three years.
- As a result of our increased time management support, LSS experienced a thirty percent decrease in the withdrawal rate for full-time students in the period from 2005-2006 to 2007-2008. The withdrawal rate for part-time students decreased by 10%. We will watch closely to determine whether this trend will continue.

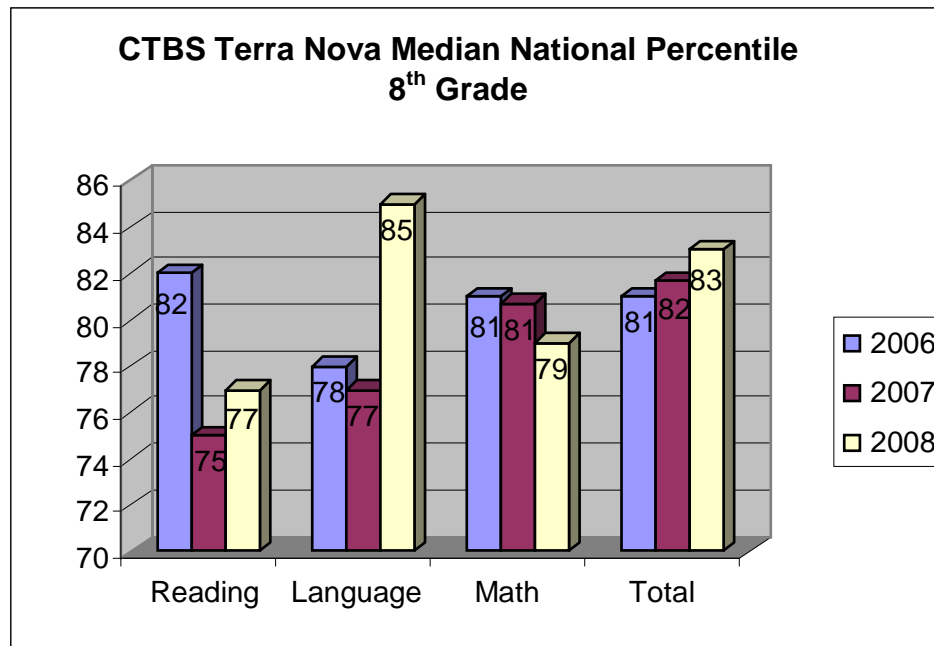
Student Performance Data

CTBS Terra Nova

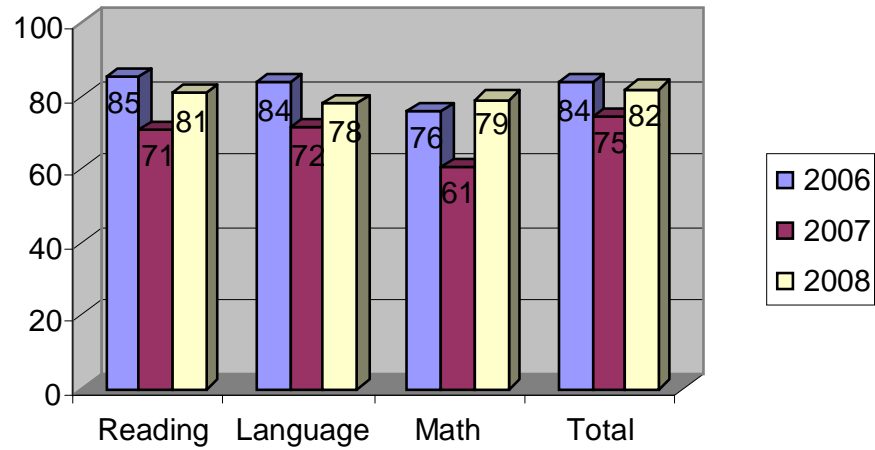
CTBS Terra Nova - Median National Percentile Scores - Spring 2008					
Grade Level	Number of Test Takers	Reading	Language	Math	Total
4 th	19	72	68	92	83
5 th	34	62	74	66	67
6 th	46	73	79	70	77
7 th	62	77	73	82	80
8 th	67	77	85	79	83
9 th	64	81	78	79	82
10 th	64	78	82	66	80
11 th	35	81	78	65	74

	Median Reading Percentile Scores								Median Language Percentile Scores								Median Math Percentile Scores							
	4th	5th	6th	7th	8th	9th	10th	11th	4th	5th	6th	7th	8th	9th	10th	11th	4th	5th	6th	7th	8th	9th	10th	11th
Spring 2006	66	76	80	73	82	85	84	78	58	72	75	75	78	84	86	72	76	74	76	84	81	76	77	70
Spring 2007	83	--	--	82	75	71	84	75	80	--	--	75	77	72	83	71	77	--	--	78	81	61	73	56
Spring 2008	72	62	73	77	77	81	78	81	68	74	79	73	85	78	82	78	92	66	70	82	79	79	66	65

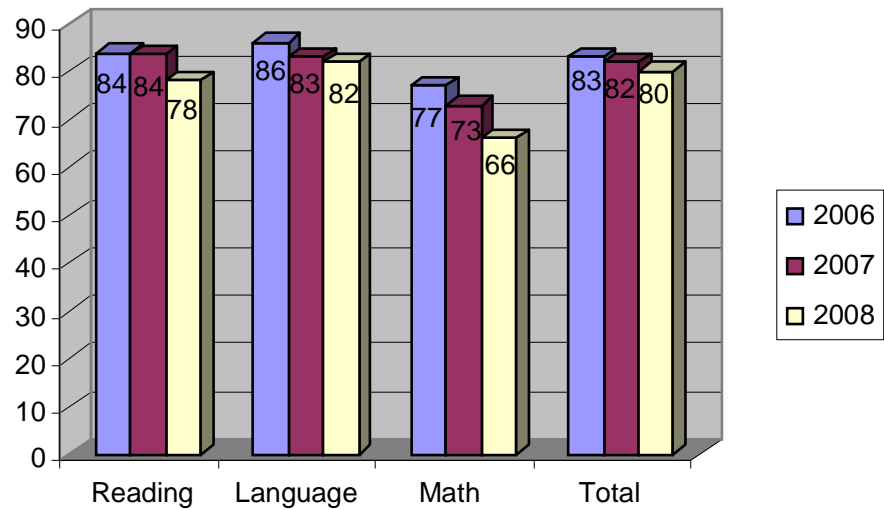
In spring of 2007, very few students were able to submit their CTBS tests, due to technical difficulties on the part of Terra Nova. We consider the results of the Spring 2007 test scores statistically irrelevant and are only comparing the results of Spring 2008 with Spring 2006. Overall, the test results of LSS students in Reading, Language, and Math did not fluctuate significantly between 2006 and 2008. With all of the new and improved materials added to our instructional program over the past three years, we expect to see an increase in test scores during the next three years.

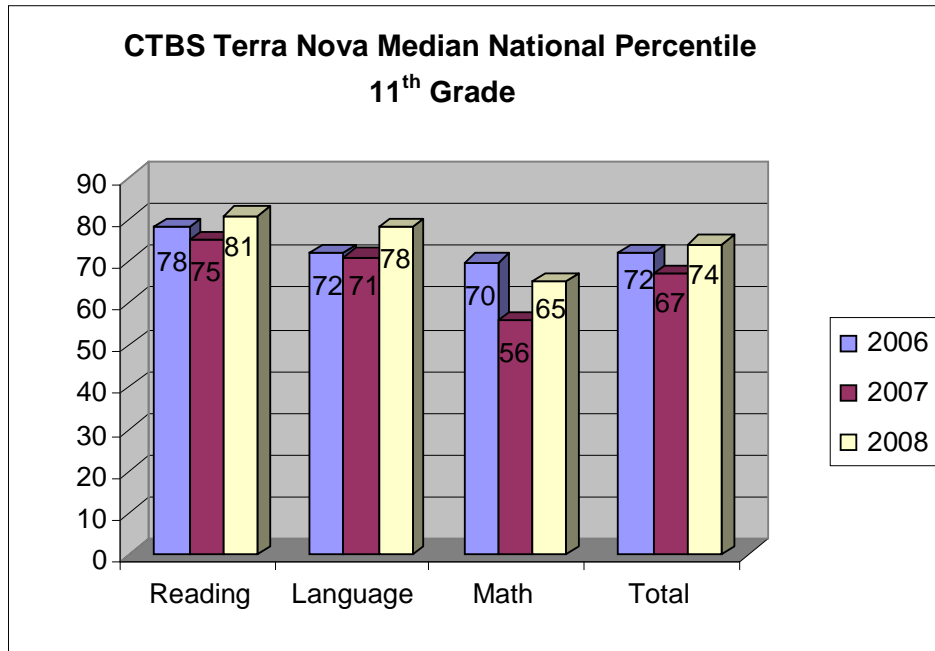


**CTBS Terra Nova Median National Percentile
9th Grade**



**CTBS Terra Nova Median National Percentile
10th Grade**





SAT I, SAT II, and ACT

LSS standardized test scores are above national and state averages in all but Math for school years 2006-2007 and 2007-2008.

The following data represent active full-time seniors who have participated in the ACT or College Board Testing Programs. Students are only counted once, no matter how often they tested, using the best sub-score from any sitting.

	2005-2008 SAT Score Comparisons for Seniors								
	Average Verbal/ Critical Reading			Average Math			Average Writing		
	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008	2005-2006	2006-2007	2007-2008
Laurel Springs School	582	565	542	541	517	506	572	546	539
California	495	499	499	516	516	515	495	498	498
National	503	502	502	518	515	515	497	494	494

2005-2008 ACT Score Comparisons for Seniors

	Average Composite Score		
	2005-2006	2006-2007	2007-2008
Number of Seniors	15	8	16
Laurel Springs School	24.8	22.8	23.3
California	21.6	22.1	22.2
National	21.1	21.2	21.1

GPA's

Students in grades six through twelve are assigned letter grades, along with narrative evaluation and rubric scores for various skill areas addressed by the school program. Parents and students receive quarterly progress reports and have round-the-clock access to up-to-the-minute grade reports through our online gradebook. Teachers provide Semester and Final Evaluations, and each report is accompanied by a teacher narrative. In the elementary grades, students and their families receive extensive feedback on each lesson, written evaluations, and letter grades (upon request).

LSS requires mastery-based grading. We provide opportunities for our students to master all learning goals fully. Teachers offer our students support to revise, extend, and remediate their studies as needed throughout the year, to improve grades on weekly lessons. Thus, our course grades are often As and Bs, which is reflected in our students' GPA's. We have a handful of students with GPA's lower than 3.0, but over 99% of our students achieve a GPA of 3.0 or higher.

Student Follow-up Data

Graduation Rates

Graduation Rates			
School Year	Number in Senior Class	Number of Graduates	Percent Graduating
2005-06	211	187	89%***
2006-07	238	205	87%***

*** Actual graduation rates are higher, since these numbers do not include students who graduate at a later date or students who transfer to and graduate from a different high school.

Findings for Student Performance Data

- Overall, the CTBS test results for LSS students in Reading, Language, and Math have not significantly changed between 2006 and 2008.
- The school has adopted a standards-based pre-and post-testing tool, *Acuity*, which allows teachers to track student skill levels throughout the year and remediate to ensure mastery.

3. Staff

Faculty Credentials

The Dean of Education interviews and selects new faculty members to teach in all LSS programs and supports the entire faculty through management of mentoring, training, and professional development. She is assisted in managing the faculty by the Academic Support Coordinator. Regular coordination is conducted in the areas of professional development and teacher support.

LSS offers teaching positions only to teachers who meet the school's following requirements:

- Possession of a teaching credential, M.A., or PhD. in subject area, combined with
- At least three years' teaching experience, and
- Professional accomplishment in the field.

Teachers are assigned to their areas of expertise.

Of LSS teachers, 54% are credentialed, with 25% having advanced degrees (36% of credentialed teachers also have advanced degrees). The remaining 21% have Bachelor's degrees and /or extensive experience teaching distance learning students. Teachers in the last group were hired before 2004, the year when our current requirements were put into practice. The average number of years in teaching is eighteen; the range being from five to thirty-nine years. Our teachers undergo an extensive training and mentoring program, including instruction in distance education, LSS curriculum and instruction, and assessment. Twenty-three of our teachers possess additional certifications in their subject areas. These certifications include: CLAD (3), TEFL/ESL (3), Montessori (2), Language Development, Learning Success Institute (Levels 1, 2, 3, and 4), Resource Specialist, Educational Therapist, CA Studio Teaching (3), Medical Assistant, Wildlife Instructor, Create Your Life/Technology for Creating, Texas Master Naturalist, and Certificate in Education Kinesiology.

Faculty and Staff Gender

The LSS faculty and staff are comprised primarily of women. Of the 84 faculty members, 65 are women (77%). Of the 37 support staff members working in the central office, 25 are women (67.5%).

Professional Development

The Professional Development program from 2006 through 2008 has emphasized Math and data interpretation in support of Action Plan items #1 and #6. Professional Development for Math teachers has included training in the online *Apex* Learning System and new Math curricula. A program of ongoing development has included the following practices:

- Teacher Lounge – updated syllabi, answer keys
- Department meetings hosted by Academic Chairs – updates, tips, grading policy
- Data reporting – interpreting test scores and identifying areas of strength and weakness
- Updates on curricula through newsletters and regular departmental e-mail updates

To specifically address the need for training on reporting and use of data (Action Plan #6), the following topics and activities have been covered:

- *Learning Styles Profile* training – interpreting and supporting students’ modalities and dispositions
- CTBS, SAT, and other assessment test results summary and analysis
- Content and Standards subject-area training
 - standards are included in all course syllabi and answer keys, to which teachers have access

Grading consistency and quality feedback to students are always areas of concern for our program. The policy-making committee on grading worked extensively in presenting a more clearly defined standard grading scale and generating productive dialogue about the assessed qualities of student work. Over a third of teachers have participated in symposia on grading and student feedback.

Number of All Faculty and Staff Members			
	2005 - 2006	2006 - 2007	2007- 2008
Administration	4	4	4
Faculty	96	81	84
Support Staff	48	40	37

Professional Development Participation		
Professional Development Activity	Faculty	Staff/Admin.
Winter 2007 Teacher Meeting	32	10
Spring 2008 Teacher Meeting	37	8
Fall 2008 Teacher Meeting	62	4
<i>Learning Styles</i> Training	35	5
Laurel Springs <i>Teacher Training 01</i> online course	15	-
Mentoring (mandatory for new teachers since fall 2004)	15	-
Curriculum Development	20	7
ASCD Training	8	7
AP Training	7	-
<i>APEX</i> Training	10	2

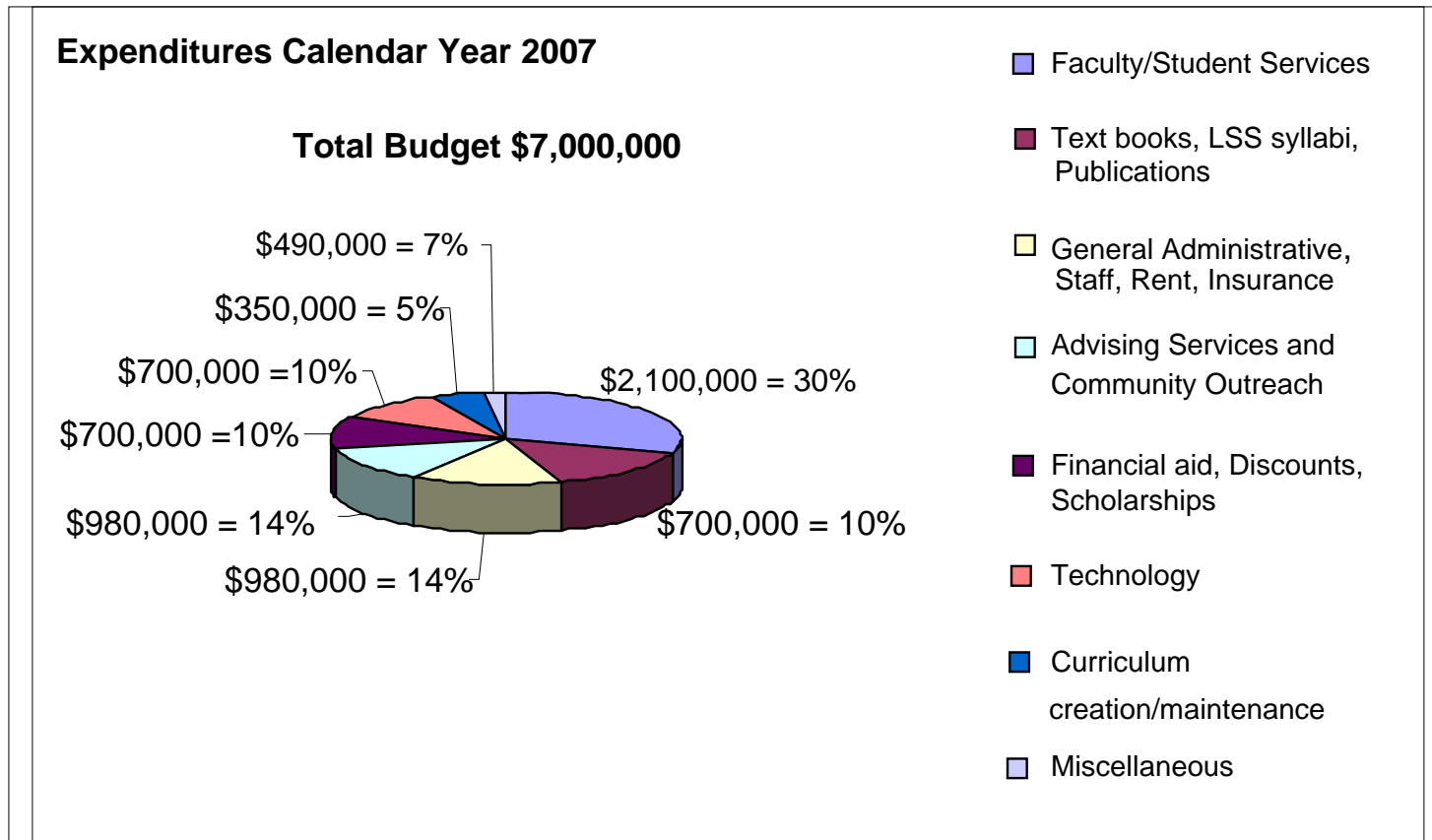
Professional Development Activity	Faculty	Staff/Admin
LSS Policy-Making Committee Participation		
Grading Policy	28	4
Parent Training	15	7
Online Evaluation Design Team	11	8
Online Teacher Center Design Team	13	5
Online Red Flag Design Team	5	5
Online Automated Billing Design Team	25	5
Relevant Independent Seminars/Workshops	20	9

Findings on Faculty and Staff

- Professional Development programs have greatly improved in both content and delivery as the teachers have been offered and have participated in focused trainings and activities directly related to instructional practices and research-based strategies.
- Many of our faculty served on a variety of policy-making committees.
- Ongoing professional development on grading practices and policies emphasizes consistency.
- Online delivery of more trainings and meetings has resulted in increased participation.

4. Financial Structure

Laurel Springs is a tuition-based program. Parents purchase textbooks and required learning materials through the school. The school provides scholarships each year through the Laurel Springs Educational Foundation, which was founded by school leaders to serve our school and provide educational opportunities to children around the world.



5. Perception Data

Of the many survey responses gathered, we have included below those of greatest interest or concern in relation to other profile data and the current Action Plan.

End of Course Survey

During the period 2003-2005, we began gathering course evaluation information from our students. In 2007, we revised the survey questions. We now have new course evaluations for all online courses. The responses to new course evaluations are reflected in the table below.

End of Course Survey							
	Total # of Responses	Strongly Agree/Agree		Not Sure		Disagree/Strongly Disagree	
This course was challenging for me.	1,317	1,065	81%	107	8%	145	11%
The course was interesting and I enjoyed it.	1,318	1,110	84%	130	10%	78	6%
The course material was interesting and helpful to me.	1,315	1,134	86%	125	10%	56	4%
The lessons prepared me for the tests and Milestone Assignments.	1,308	1,165	89%	115	9%	28	2%
The syllabus was clear and easy to follow.	1,310	1,157	88%	100	8%	53	4%
The amount of work in this course was manageable.	1,314	1,112	85%	114	9%	88	7%
I learned a lot from this course.	1,316	1,211	92%	70	5%	35	3%
Averages	1,314	1,136	86%	108	8%	69	5%
Totals	9,198	7,954	86%	761	8%	483	5%

ESLR Evaluation

Results From Senior Exit Surveys 2005-2008																
School Year	LSS helped me become an educated individual			LSS helped me become an active learner			LSS helped me become an independent thinker			LSS helped me become an effective communicator			LSS helped me become a multifaceted citizen			
	% Agree	% No Opinion	% Disagree	% Agree	% No Opinion	% Disagree	% Agree	% No Opinion	% Disagree	% Agree	% No Opinion	% Disagree	% Agree	% No Opinion	% Disagree	
2006	91	9	0	81	14	5	84	13	3	66	8	26	60	35	5	
2007	92	8	0	86	12	2	90	8	2	73	24	3	74	24	2	
2008	96	4	0	88	11	1	87	8	5	78	18	4	77	19	4	

Findings from Perception Data

- Overall, LSS is increasingly successful in focusing on our school learning goals, as shown by the consistent annual increase in the number of seniors who rate the school's effectiveness in helping them achieve the ESLRs.

Key Findings from the Student Community Profile

- There have been substantial decreases in the numbers of students needing extensions, failing to complete courses, or withdrawing from courses.
- LSS has experienced an increase in returning families each year. This trend has been correlated to increased support given by the Academic Support Coordinator and improved College Advising services, along with the new online gradebook. The correlation is based upon qualitative data presented at quarterly meetings by school departments.
- From 2005-2006 to 2007-2008, reported education levels of Bachelor's or advanced degrees among parents increased by 8%. In 2005-2006, 52% of our students' parents held a Bachelor's or advanced degree. In 2007-2008, 60% of parents held a Bachelor's or advanced degree. This was one of the contributing factors informing our decision to make Laurel Springs a college-preparatory school.
- A shift occurred in our withdrawal rate among full-time students. As a result of our increased time management support, we experienced a drop of 30% among withdrawing full-time students during the period from 2005-2006 to 2007-2008. The number of withdrawing part-time students decreased by 10%, and we will watch closely to determine if this trend continues.
- Professional Development programs have improved as the teachers are offered and participate in focused trainings and activities directly related to instructional practices and research-based strategies.
- Many of our faculty participated in policy-making committees.
- Online delivery of more trainings and meetings has resulted in increased participation.

Implementation and Monitoring of the Action Plan

2008 Progress Report

The school's current Action Plan was designed to span a time period ending in 2011. The importance of the projects in which we were engaged, together with the enthusiasm resulting from a highly motivational Self-Study Visit, combined to inspire incredible dedication and the allocation of all available resources, resulting in accelerated progress. This tangible progress has been extremely motivating for our community. Parents, teachers, students, and staff all report appreciation for the organization's commitment to ongoing Self-Study and improvement.

At the close of 2008, we find ourselves at a critical point in our Action Plan tasks. The foundational work has been completed in all areas. New, differentiated, standards-based curriculum is in place in almost every grade level and subject area. Our assessment program has been expanded to better reflect progress from year to year. Student Support Services have been significantly expanded. This is a lot of change for our teachers and staff to manage in such a short time span, but they are happy to see improvement that truly addresses our school mission.

Our organization's most powerful development has been the shift to a richer, more frequent use of student achievement and demographic data, made possible through increased technology and improved staff and resource management. The result is ongoing, reflective progress on an Action Plan that is clearly focused on student learning. School improvement data are shared throughout the year with all community members in the form of articles, memos, and presentations. Department Heads formally report on Action Plan progress in Vital Signs reports, given quarterly to the Senior Management.

The ongoing Self-Study with WASC has provided us with support and resources to make continuous, measurable school improvement and involve all stakeholders in a strong commitment to student learning. FOL criteria for creating a Student Profile became the backbone of the in-house enrollment database which we created to serve LSS' specific needs. The desired outcomes contained in the Action Plan drive continued development of data reporting tools.

We now have the enhanced organizational structure and technological tools, combined with our passionate commitment to our students, which make it inevitable for us to be actively involved in measuring progress throughout each year.

For the past two years, we've been engaged in work to address the eight recommendations left with us at our last full Self-Study Visit in 2006. They are:

1. Increase the development and effectiveness of student progress reports, Milestone, and Capstone assessments by increasing the use of rubrics to guide teachers' evaluation of student achievement, particularly in the core content areas.

2. Improve teacher compensation and incentives to encourage teachers to participate in professional development activities around focused instructional practices and research-based strategies.
3. Explore ways to strongly encourage parents to actively support their students to achieve a rigorous, standards-based curriculum through acquiring the skills to become equal partners in the education process.
4. Completion of the audit of the content standards alignment to LSS curriculum and the establishment of a process for regular ongoing review through the use of assessments that include comprehensive use of rubrics, in addition to the current use of rating scales.
5. Increase course completion rates by intervening prior to a students falling too far behind in assignments. Consider creating cohorts of students who work collaboratively on common assignments and keep each other on track.
6. Increase the degree to which students' local community resources are used to support their learning and offer them opportunities to vary their responses to instruction.
7. Consider the creation of a building fund and financial plan to address the need for consolidation and expansion of facilities. This might be enhanced through the creation and support of an alumni association.
8. Consider the value of having a strong education voice at the Senior Management Team level to represent the interests and mission of LSS- Student Learning.

The recommendations from our Visiting Committee were fully integrated into our Action Plan following our 2006 visit. The revised Action Plan was submitted to the WASC Commission in January of 2007, and distributed to school stakeholders throughout the subsequent school year. Following are the items contained in the 2007-2011 Action Plan:

1. Math Instruction
2. Reading Instruction
3. Standards-based Curriculum, Instruction, and Assessment
4. Differentiated Instruction
5. Student Time-Management
6. Reporting and Use of Data

Significant Growth and Development

Since our last full Self-Study Visit in November of 2006, LSS has experienced a good deal of growth and development. In the interest of making the list easier to read, items are organized under thematic headings.

School Organization

- There have been a few significant changes in the administrative staff since our last WASC visit. Dennis Rice left his post as Director of Education and was replaced by Kayte Hamilton, who serves as Dean of Education. The change in title reflects an effort to extricate project management tasks from the position in order to allow for hands-on work with curriculum and faculty professional development. Katja Bruinink has taken an important administrative role as Head of Project Management.
- The Student Services Department has been integrated into the Enrollment Department to create a unified approach between the enrollment and academic advisors.
- Laurel Springs is now exclusively a college preparatory school. Every student's academic requirements are based upon the admissions requirements of highly selective and moderately selective colleges. The minimum standards for Math, Foreign Language, and Science have increased for all students. Students enrolled prior to fall 2008 have the option of finishing their previously planned program.
- A new program was developed for our most advanced students. This program, called Laurel Springs Academy for the Gifted and Talented, is designed to better serve the learning needs of our many gifted and talented students. It includes *College Key*, an increased level of support for college-bound students and their parents. (*Addresses critical area for follow-up #6*)
- A *Teacher Performance Evaluation* is included in the online gradebook for all students and parents at semester's end and the end of each course. This is a brief survey in which students and parents reflect on the quality of teacher support they received from each of their teachers throughout the term. This automated survey has increased the amount and quality of feedback provided to teachers at the time of their professional evaluations. (*Addresses critical area for follow-up #2*)
- A *Course Evaluation Survey* is sent to each student and parent at semester's end and the end of each course. These surveys give us valuable feedback on the effectiveness of our curriculum and our students' overall experience over the term. (*Addresses critical area for follow-up #3*)

Standards-based Curriculum and Assessment

- All learner outcomes are being changed to reflect *Acuity* assessment results, with a goal of 100% of learners at grade level rather than increased CTBS scores. CTBS will continue to be administered bi-annually. The *Acuity Focus on Learning Assessment Tool* was adopted in the spring of 2008, with schoolwide implementation on target for spring of 2009. This

tool is designed to measure proficiency, track progress, target instruction, and predict performance against California State Standards for grades three through nine. (*Addresses critical areas for follow-up #s 2 and 4*)

- A massive effort resulted in the development of sixty new courses, including all curricular materials in fifteen courses in 5th through 8th grades, aligned with the new course development protocol. New and revised courses are comprised of standards-based, differentiated coursework, including outlines of standards or “big ideas” expressing the learning objectives in accessible language, along with rubrics that clearly define mastery. Ten Advanced Placement courses have been added to the curriculum, and a new middle school curriculum was built to ensure effective scope and sequence in 5th through 8th grades. (*Addresses critical area for follow-up # 4*)
- The LSS report card, called the *Evaluation of Student Progress* form, is included in each online gradebook, to be completed at semesters’ end and the end of each course. This form reflects student progress in targeted skill areas, commitment to learning, and mastery of course content. The online format makes it faster and simpler to navigate through the rubrics for standards-based grade level skills and enter teacher comments to students. (*Addresses critical areas for follow-up #s 1, 3, 4, and 5*)
- In the fall of 2007, the Curriculum Department began evaluating every LSS course for adequate use of rubrics to guide students and teachers. To date, 92% of courses have been updated. (*Addresses critical areas for follow-up #s 1 and 4*)

Faculty Professional Development

- To increase the benefits of Professional Development, the Education Department has adjusted the system of internal activities as well as approval for independent and pertinent outside activities. All teacher meetings take place virtually on a monthly basis. Meetings are recorded, so those unable to attend can participate. Additional department meetings, focus groups, and trainings take place regularly online. Teacher Professional Development remains integral within the following areas: time management, curriculum development, assessment and score analysis, standards review, online tool design, and parent training. Outside professional development activities require pre-approval from the Dean of Education and are restricted to relevant and enriching activities that allow teachers to receive \$250 annually in bonuses for Professional Development. Pre-approval allows for better tracking, referral for other teachers, and the attending teacher to relay the information they acquire to the rest of the learning community. (*Addresses critical area for follow-up #2*)
- LSS has put distance learning tools to work to foster a more interactive faculty. *Elluminate* virtual classrooms were adopted for monthly teacher meetings, for which 75% attendance by each teacher, over the course of the school year, is required. Recorded meetings, online discussions, weekly newsletters, and email exchanges allow for ongoing, meaningful teacher participation. (*Addresses critical area for follow-up #2*)
- An online Teacher Center was developed to improve teacher-school communication on behalf of all students. The Center is the teacher’s version of the student database and allows teachers access to relevant background information on students and families. It presents a platform where teachers may leave advisory notes to counselors and other teachers, which help form and administer each student’s program. (*Addresses critical area for follow-up #2*)

- LSS has created five video tutorials over the last year to guide teachers through the systems and programs they use on a daily basis. Moving beyond training manual documents, the video tutorials walk the viewer through the navigation and functions of our systems and procedures. Videos on acknowledging new enrollments/enrollment changes, closing courses in *Aurora*, the online evaluation forms, red flags for absent students, and managing digital lockers in the e-mail system help teachers understand the tools that enhance their students' time management as well as their communication with their students. *(Addresses critical area for follow-up #2)*
- In 2008, Laurel Springs School received an award for Outstanding Service to Environmental Education on the global level by the North American Association for Environmental Education.
- Our Executive Director, Marilyn Mosley Gordanier, received a Leadership in the Field of Distance Learning Award from the United States Distance Learning Association for her work on *Kids4Earth*, LSS' global environmental studies course.

Student Support

- The position of Academic Support Coordinator was created in order for a staff member to monitor teachers and students to ensure adequate progress and efficient use of communication and reporting tools. The Academic Support Coordinator gives support in the form of reminders, trainings, and record keeping. *(Addresses critical areas for follow-up #s 1 and 5)*
- An online gradebook was fully implemented during the 2006-2007 school year. This tool creates a transparent system, allowing teachers, parents, and advisors to access student work and up-to-the-minute progress, thus fostering a teamwork approach to student support. *(Addresses critical areas for follow-up #s 3 and 5)*
- LSS has initiated several early intervention guidance programs to support students.
 - The first program, *MyEdge*, is mandatory for all high school students. Educators, families, and students partner to support students' academic and personal pursuits. This online resource combines test preparation, an advanced college search and selection tool, scholarship search engines, and career exploration assessments.
 - Our optional *College Key* program offers a mentor who guides students one-on-one through weekly meetings that focus on the student's personal, academic, and professional goals. This program provides a comprehensive curriculum for test preparation, recommendations for academic course selection, and assistance with every aspect of the college search and application process.
 - Finally, we offer all of our students either a homeroom teacher (grades 9-11) or a core teacher (grade 12) who acts as their guide through the high school transition. These teacher/liaisons encourage and assist students through challenges they might encounter in high school. *(Addresses critical areas for follow-up #s 3, 5, and 6)*

Addressing Visiting Committee Recommendations

In response to the feedback from our Visiting Committee, we revised our Action Plan in 2006. **Bolded** notation tasks have been augmented and/or added, to support the Visiting Committee's recommendations.

The Action Plan has changed over the last three years, as tasks are completed and progress evaluated. New or modified tasks are *italicized*.

Specific internal and external professional development components have been included throughout the Action Plan to support our intended outcomes. Incentives for professional development and teacher compensation were addressed with a twelve percent increase in faculty compensation, incrementally over the last three years.

Two of the Schoolwide Areas for Follow-up, **VC #7** and **#8**, are integrated in the school's ten-year strategic plan document and were not included in our Schoolwide Action Plan. For those reasons they are addressed here. Their realization is expected to enhance schoolwide improvement. The **VC** recommendation **#7** asks us to consider (1) facility consolidation and expansion, and (2) creation of an alumni association. The **VC** recommendation **#8** asks that Senior Management consider bringing a strong education voice onto their team. This has been addressed by including the Dean of Education in the Management Team.

- (1) Senior Management has considered consolidation of facilities and does not see it as a relevant issue related to student learning.
- (2) A database of alumni was completed. An alumni and development officer was hired to support the creation of an alumni association. Such an association might connect students and alumni.

Action Plan Preface

The Schoolwide Action Plan integrates subject area and support plans to address LSS' identified growth needs. It is the product of an extended community-wide collaborative process.

Crafting our Action Plan began with analysis of Focus Group summaries. Focus Group members reviewed the Prioritized Areas for Growth for each criterion in the Self-Study. Next, the Self-Study Coordinator presented suggested areas for growth at Leadership Team and Senior Management meetings where they were discussed in relation to existing projects and progress. At each meeting, the Self-Study Coordinator presented these guide questions to consider as we crafted our Action Plan:

- Do these goals follow logically from the student data and Self-Study findings?
- Can we create a timeline to accomplish all of these goals within the next five to six years?
- Are the goals clearly student-centered?
- Will we be able to measure our progress?
- Will we have the resources necessary to accomplish our goals?
- Will we be able to demonstrate an affect on student achievement when we report our progress?

A well-respected FOL training consultant met with Senior Management on numerous occasions to ensure that a thorough review of pertinent data informed the discussion of critical areas for growth. The Self-Study Coordinator kept records of all Action Plan meetings and bore the responsibility for drafting a plan based upon the groups' shared considerations. For feedback purposes, the major areas of differentiated instruction, mathematics instruction, and student time management were put forward in faculty and staff meetings and published in school newsletters. The community expressed overwhelming support for the Action Plan items. Responding to the Focus Groups' prioritized areas for follow-up, the profile data, and the proposed Action Plan, the Education Department recommended standards-based curriculum and instruction and reporting and use of data as additional action items. These areas, then, round out the overall Action Plan.

Monitoring of the Action Plan

Our Action Plan includes challenging work and considerable professional development, but we feel that it is both feasible and essential to our school's improvement. Assessment of progress in all areas necessitates ongoing analysis of student learning, using a variety of measures.

The critical areas for follow-up identified through the Self-Study were carefully considered and integrated into the Action Plan. School stakeholders are committed to contributing to its implementation, as the plan is clearly focused on student learning and our follow-up process maintains its focus on student outcomes.

Fine-tuning of the Action Plan has continued as we have worked on our tasks over the last three years. For example, we found that relying on CTBS testing, with unreliable delivery and results only once each year, would not be sufficient for measuring progress. The Capstone tests in use for pre- and post-testing also came under scrutiny, as they were not sophisticated enough to provide remediation plans. For these reasons, *Acuity* was adopted, and some of our tasks and expected outcomes have been modified.

Our plan is a living document that adjusts to reach the goals to which it aspires. Reporting of vital signs is one of the strategies for keeping the goals at the forefront in the school community. The vital signs process, collaboratively designed by school leaders and department heads, ensures shared knowledge of important school data by requiring all departments to report results within a group forum. Each Department Head has a schedule of data reporting that is directly tied to the Action Plan.

- **Staff Department Heads** gather important data through enrollment and advising interviews, surveys, and reports on service to families. This includes advising frequency and effectiveness, tech support, general questions, and information given to prospective families. All of these areas are reported vital signs and have clear connections to the Action Plan. Staff members are committed to making their important contributions to improve student learning.
- **Students** and their **parents** evaluate curricula and instruction, as well as school support services and culture. Their careful completion of coursework, assessments, and surveys provides the school with year-to-year measurements of our programs' effectiveness.
- **Faculty members** are committed to the goals outlined in the Action Plan and play a significant role in identifying the necessary tasks. Teachers are the primary link between our students and the school, and their focused analysis of student outcomes is essential to the improvement process.

- The **Professional Development calendar** has and will continue to identify both mandatory and optional opportunities for participation in achieving Action Plan goals.
- The **Teacher Lounge** has been and will continue to be an important vehicle for reporting progress, delivering professional development resources, and allowing teachers to collaborate on projects.
- The **Education Department** oversees the faculty and curriculum development. It participates at a policy-making level with the Records Department and other support services. Being responsible for many of the tasks involved with all six Action Plan items, this department is responsible for data gathering, creation and monitoring of the professional development calendar, and providing input to all those who report to staff, students, families, and the community.
- The **Management Team** meets every week and tracks progress on the Action Plan, incidental situations, and general school efficiency. The Management Team is a forum for new projects involving multiple departments. The core teacher program piloted in twelfth grade is a good example of a Management Team project, as it involves multiple departments becoming familiar with the new protocol and helping families and teachers to adjust in various ways.
- The **Senior Management Team** meets with representatives from the Education Department twice a month and keeps track of progress in all school departments. Senior Management evaluates progress on Action Plan goals and resource allocation, discussing and deciding upon changes in strategy and operations when appropriate. They may adjust the annual budget each year, depending upon Action Plan progress and development.

As we prepare ourselves for the next three years of work on this Action Plan, we have a great sense of hope. The reflective process of improvement and the Self-Study ahead are invaluable tools for gaining further knowledge about the reason our school exists: our students.

1. Math Instruction

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, and #3

Area for Growth: Improve support for students in the area of Math by targeting lowest skill areas, strengthening curriculum, and providing teachers and parents with remediation materials.

Rationale: Students come to Laurel Springs with diverse levels of math ability at every grade level. Math is an area for which many students express dislike or apprehension. Students in grades six through twelve score lower on Math sections of the CTBS tests than in other subject areas.

Intended Outcomes:

- *By June 2010, raise CTBS scores so that all students achieve at or above the 80th percentile in Math for grades six through twelve.*
- *Every student in grades four through nine will improve over the course of the year, as assessed by their Acuity assessment program. In order to measure progress on a local level more frequently, the criterion-referenced California standards-based testing program, Acuity, will be implemented in 2009.*

Outcomes:

- CTBS scores have not changed significantly.
- Gaps have been filled in the Math curricula where standards were not being covered and student learning needs were unmet. Now, soft data, such as teacher and student feedback, indicate that improvements are effective. We expect to see improvements by 2010, due to the new curriculum and recently adopted assessment programs.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
1.1 Identify skill areas and grade levels of greatest need based upon scores from CTBS testing, <i>Learning Styles Profiles</i>, and teacher feedback.	Summer 2007, annually	<ul style="list-style-type: none"> • Completed strategy for task with annual targets 	<ul style="list-style-type: none"> • Assessment results have been reviewed annually and strategies have been adjusted to improve math scores. • Teachers now provide more feedback about student performance due to increased participation in Learning Styles training and personalization of courses. • Beginning in the fall of 2008, annual <i>Acuity Assessments</i> will provide more formative assessment.
1.2 Make Math a priority for completing Milestones aligned to standards-based Capstones.	2006-2011	<ul style="list-style-type: none"> • Percentage of successfully completed Milestones 	<ul style="list-style-type: none"> • As of July 2008, Milestone development was nearing completion, with nearly seventy-five percent of Math courses now containing Milestones.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
1.3 Provide Math teachers with enrichment curricula easily integrated throughout the year, based upon student needs.	2008-Ongoing	<ul style="list-style-type: none"> Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> All Math curricula adopted since 2006 include interactive online components. The SAS library adopted in 2007 provides multimedia enhancements to many high school courses. <i>Acuity Math Component</i> provides personalized remedial tutorials that teachers can assign to students throughout the year. (2008)
1.4 Compile a Math resource list for teachers and parents based upon effectiveness for different learning modalities.	2007-Ongoing	<ul style="list-style-type: none"> Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> A Math resource list has been compiled to support teachers and parents in providing the right materials to each learner. (2007) Extensive resources for teaching Math are available on the Teacher Lounge website and have been introduced in the teacher newsletters and departmental meetings. The <i>Parent Journal</i> newsletter and a section in the online handbook provide guidance for working on Math skills at home.
1.5 Ensure that all online students have the proper tools for every lesson in Geometry and Calculus courses.	2006-2007 Ongoing	<ul style="list-style-type: none"> Survey of available math tools 	<ul style="list-style-type: none"> New online Math courses include tools. (2007) New Math courses reviewed for availability of appropriate online tools as part of the adoption process. (2007)

2. Reading Instruction

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, #3, and #4

Area for Growth: Improve support for students in the area of reading by targeting lowest skill areas, strengthening curriculum, and providing teachers and parents with remediation materials.

Rationale: LSS students in elementary grades score lower on reading sections of the CTBS than in other subject areas. Reading skills are the foundation for all academic endeavors.

Intended Outcomes:

- *By June 2010, raise CTBS scores so that all students achieve at or above the 80th percentile in reading for grades six through twelve.*
- *Every student in grades four through nine will improve over the course of the year, as assessed by their Acuity assessment program. In order to measure progress more frequently on a local level, the criterion-referenced California Standards-based Testing Program, Acuity, will be implemented in 2009.*

Outcomes:

- CTBS scores have not significantly changed.
- We expect to see improvements by 2010, due to the new curriculum and assessment programs recently put in place.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
<p>2.1 Identify skill areas and grade levels of greatest need, based upon scores from <i>Skills Surveys, CTBS Terra-Nova testing, Acuity tests, Learning Styles Profiles, and teacher feedback.</i></p>	<p>Summer 2006, annually</p>	<ul style="list-style-type: none"> • Completed strategy for task, with annual targets 	<ul style="list-style-type: none"> • Reading skills in the elementary grades have been a focus for improvement. It was found that better assessment of specific skill areas and remedial materials is needed. • <i>Acuity</i> assessment tools were adopted in fall 2008 to provide test scores that are easier to use for diagnostics and remedial instructional activities.
<p>2.2 Make reading a priority for completing Milestones aligned to standards-based Capstones.</p>	<p>2006-2007</p>	<ul style="list-style-type: none"> • Percentage of successfully completed Milestones 	<ul style="list-style-type: none"> • As of July 2008, Milestone development was nearing completion, with nearly 75% of Language Arts courses containing milestones.
<p>2.3 Provide enrichment curricula to elementary teachers that can be easily integrated throughout the year, based upon student needs.</p>	<p>2006-Ongoing</p>	<ul style="list-style-type: none"> • Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> • All English curricula adopted since 2006 include interactive online components. • The SAS library adopted in 2007 provides multimedia enhancements to many high school courses. • The <i>Acuity Language Arts Component</i> provides personalized remedial tutorials that teachers can assign to students throughout the year. (2008)

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
2.4 Compile a reading resource list for teachers and parents, based upon effectiveness for different learning modalities.	2006- Ongoing	<ul style="list-style-type: none"> Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> A reading resource list has been compiled to support teachers and parents in providing the right materials to each learner. Extensive resources for teaching reading are available on the Teacher Lounge website and have been introduced in the teacher newsletters and at departmental meetings. A special Parent Training newsletter and a section in the online parent handbook provide guidance for working on reading skills at home. A book about early reading is now given to all parents of students in Kindergarten and first grade.

3. Standards-Based Curriculum, Instruction, and Assessment

Revised to highlight existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, #3, and #4

Area for Growth: Refine assessment tools and integrate curricular programs to ensure one, excellent level of instruction for all students, with clear learning objectives and consistent measurement tools.

Rationale: Designing and implementing an integrated curriculum and assessment program has been the school’s greatest focus over the past six years. An extensive audit has been concluded, revealing that all of our core courses in grades four through twelve, and half of our core courses in grades Kindergarten through three, are aligned to California Content Standards. Although courses are aligned to standards, in many cases they were not crafted based upon a map of the entire subject area or grade level. The identification of essential standards in all grade levels and subject areas will drive refinement of assessment tools and guide integration of our curricular programs to ensure one, excellent level of instruction for all students.

Intended Outcomes:

- Improved student performance using a variety of measures, including *Acuity*, CTBS testing, and teacher feedback
- By September 2011, essential standards will have been identified for all core courses.
- By September 2011, all core courses will include learning objectives and performance rubrics, with formative assessments aligned to them.

Outcomes:

- The curriculum, being the underpinning of all our plans for improved student learning, has been our critical focus. As of fall 2008, essential standards have been identified for all core courses.
- By 2009, all core courses will include learning objectives and performance rubrics with formative assessments aligned to them.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
3.1 Identify essential standards for all core courses; map skills and reading lists for core courses; and ensure consistency among curricular programs.	2006-Ongoing	<ul style="list-style-type: none"> Percentage of identified courses 	<ul style="list-style-type: none"> By 2009, rubrics and learning objectives will accompany all core courses. Links to grade level benchmarks (California standards) will be available in all courses, on school websites, and in parent training materials. Unit learning objectives are clearly stated in age-appropriate language in new and revised courses.
3.2 Ensure that teachers, parents, and students understand the essential standards and performance levels for each grade level and core subject area.	2006-Ongoing	<ul style="list-style-type: none"> Percentage of syllabi having learning objectives and performance rubrics descriptions 	<ul style="list-style-type: none"> Syllabi for all core courses in grades five through twelve contain learning objectives and performance rubrics. The new course development template includes rubrics, links to grade level benchmarks, and learning objectives. Families will be made aware of objectives through course outlines and syllabi.
3.3 Replace curricular materials identified by the faculty that don't meet the essential standards of the California Content Standards.	2007-2009	<ul style="list-style-type: none"> Annual increase in percentage of courses meeting standards 	<ul style="list-style-type: none"> The number of courses aligned to standards has increased annually.

4. Differentiated Instruction

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, #4, and #6

Area for Growth: Refine coursework and assessments to serve differentiated learners and foster awareness of learning modalities.

Rationale: *Part of our school mission is the intention that all students should be helped to master a rigorous, college preparatory curriculum in a way that is most meaningful and productive for them as individual learners. This Action Plan item was initiated to ensure that curriculum development includes this central consideration, and that assessments be fair and respectful throughout our program.*

Intended Outcomes:

- Milestone assessments offer multiple options for demonstrating mastery of standards wherever possible.

- Improvement from year to year on basic writing and problem-solving skills measured by Milestones
- *More students will be able to meet college entry requirements.*

Outcomes:

- A curriculum audit shows that course work includes practice work and assessments geared toward various learning styles. Where courses were found lacking in a certain area, they are being revised. For example, it was found that several high school courses were lacking multiple choice tests that are often a preferred assessment for students with producing dispositions and print learning modality. Tests are being added where appropriate.
- Now that we’re nearing completion of differentiated Milestones development, we’re exploring ways to review performance on Milestones.
- Survey data show that students feel their individual learning styles are respected at LSS. In 2007, ninety-seven percent rated our ability to address their individual learning style as satisfactory or better on the Senior Exit Survey. In 2008, this percentage increased to ninety-nine percent.
- LSS is now a college preparatory program with the expectation that all students can exceed college entry requirements.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
4.1 Improve use of <i>Learning Styles Profiles</i> and <i>Skills Surveys</i> as a means of informing teachers of student learning needs.	2006-2007	<ul style="list-style-type: none"> • <i>Learning Styles Profiles</i> and <i>Skills Surveys</i> results become available in online gradebook 	<ul style="list-style-type: none"> • The number of students completing <i>Learning Styles Profiles</i> has increased by fourteen percent over the last three years: 833 in 2005-2006; 853 in 2006-2007; 975 in 2007-2008. • <i>Learning Styles Profiles</i> and <i>Skills Surveys</i> are available to all students and parents on their <i>Aurora</i> homepages. Scores are available to all teachers on their <i>Aurora</i> student management site. (2006) • Homeroom teachers supervise entry assessments to ensure student completion and teachers’ receipt of scores. (2008) • The new <i>College and Career Planning</i> course includes a section on understanding one’s learning style.
4.2 Identify core academic standards for subjects and grade levels and ensure that course work is aligned to those standards while incorporating differentiated instruction.	Ongoing	<ul style="list-style-type: none"> • Percentage of courses including differentiated Milestones 	<ul style="list-style-type: none"> • Seventy-five percent of courses contain differentiated Milestones. • High school courses are being audited to ensure that there is differentiation among major assessments for each course. • Core courses have been aligned to California State Standards, which are identified in the course outlines, syllabi, and parent training materials. (2007)

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
4.3 Continue to develop differentiated Milestones across the curriculum. Create an online rubric form to record scores schoolwide.	Ongoing	<ul style="list-style-type: none"> Percentage of courses including differentiated Milestones 	<ul style="list-style-type: none"> Seventy-five percent of courses contain differentiated Milestones. New courses have been created for grades five through eight, including Milestones with differentiated instruction. The Dean of Education is leading a study of current formative assessments and the need for an online form.
4.4 Include professional development focused on careful examination of student work, level of understanding, and use of rubrics.	2006-Annually	<ul style="list-style-type: none"> Participation in appropriate trainings Evaluations of trainings 	<ul style="list-style-type: none"> Professional Development resources and discussion around use of local assessments and the new common grading scale have been provided throughout each year. The Head of the Curriculum Department gives presentations on learning styles and personalization at semi-annual meetings.
4.5 Consider adoption of text-books with online resources; e.g. interactive recordings, audio, and graphic organizers.	2006- 2007	<ul style="list-style-type: none"> Teacher reviews of proposed text books 	<ul style="list-style-type: none"> Textbooks with online resources were considered, reviewed by teachers, and found to be compatible with our program. (2007) Adoption of textbooks with online resources was completed for grades five through eight and several high school subjects. (2008) The process of adopting textbooks with online resources will be continued to include all appropriate courses.
4.6 Explore and integrate e-portfolios as a means of authentic assessment.	2007-2011 On hold	<ul style="list-style-type: none"> Teacher and student beta test of E-portfolios 	<ul style="list-style-type: none"> Two programs were reviewed and found not to integrate well with the Learning Management System (LMS). (2007) Some desired components of e-portfolios may be integrated into the new LMS currently being developed. (2007) This task is on hold until the next phase of the LMS is operational.
4.7 Develop systematic approaches for teachers and parents to identify appropriate community resources which supplement the student's learning.	2006-Ongoing	<ul style="list-style-type: none"> Use of proctors Students using tutors Parent feedback Community Service projects 	<ul style="list-style-type: none"> Students are assisted in finding local proctors for standardized testing. Community service project resource options are included in many courses, especially in social sciences. Our chapter of the National Honor Society sets an example to the community with extensive volunteering. Effective use of the internet to find supplemental resources, including those in the home community, is a regular practice in our school. Our entire College Counseling program includes referencing to potential community service organizations and projects.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
4.8 Continue to develop the Teacher Lounge website as a central resource and place of sharing for all teachers.	2006-Ongoing	<ul style="list-style-type: none"> Information Technology Department completion of developmental phases Completed Academic Resource Lists Teacher use of sites Teacher feedback 	<ul style="list-style-type: none"> Course descriptions, syllabi, answer keys, rubrics, and other resources are available on the Teacher Lounge, along with training materials. (2006) The Information Technology Department has completed development of the Teacher Lounge. (2007) Academic resource lists are completed. (2007) Teachers must visit the Teacher Lounge to retrieve essential documents. Teachers report that they want more content and better organization.

5. Student Time Management

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #3 and #5

Area for Growth: Support students to manage their time to complete studies at a mastery level within the desired timeframe. Support students to collaborate and communicate inside the LSS community through academic and co-curricular activities.

Rationale: Students and teachers report problems with time management that challenge students' ability to finish coursework within their desired timeframe and participate in dialogue with teachers to support mastery-level achievement. LSS strives to help students become *Independent Thinkers* and *Active Learners* who incorporate extra-curricular activities and knowledge of their learning styles and scheduling needs into their academic planning. We also hope they will become *Effective Communicators* who are able to discuss scheduling with teachers and take responsibility for making and keeping plans. We can provide tools and training to our students to help reduce the distance element of distance learning. These students are identified internally as "attendance problems."

Intended Outcomes:

- By September 2009, eighty percent of students with attendance problems will be able to catch up and successfully participate in our program.
- Each year, there will be a decrease in the number of enrollment extensions.
- Each year, the online gradebook will reflect a decrease in "red flags" which indicate a student is behind schedule.
- Each year, there will be a decreased proportion of withdrawals within the first four months of enrollment.

Outcomes:

- The number of course extensions has decreased from 743 in 2005-2006 to 635 for 2007-2008.

- The number of students withdrawing from the school has decreased consistently from 359 in 2005-2006 to 266 for 2007-2008.
- The school has seen a seven percent increase in returning full-time students, caused in part by the improved systems to protect students from the pitfalls of poor time management.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
5.1 Implement the online gradebook; track interaction and progress among teachers, students, parents, and advisors; provide student and parent training.	Fall 2006, Ongoing	<ul style="list-style-type: none"> • Data on parents' use of gradebook. 	<ul style="list-style-type: none"> • In 2007, it was found that only thirty percent of parents were logging in to the gradebook. A plan to switch to regular email student progress reports is being implemented.
5.2 Implement new process for follow-up with absent students.	Spring 2007, Ongoing	<ul style="list-style-type: none"> • Number of weeks of student absence as reported through the online gradebook • Improved rates of incompletes/ extensions/retentions 	<ul style="list-style-type: none"> • Weekly gradebook monitoring includes family contact and follow-up. (2006) • The "retention program" of a follow-up call and survey to new families began in 2008. • All complaints about teachers or curriculum are investigated through an interdepartmental "feedback loop." (2008) • Teachers' reporting and involvement has increased.
5.3 Provide academic planning tools on the Family Center website to increase family participation in academic planning.	Fall 2007	<ul style="list-style-type: none"> • Data on parents' use of academic planning tools. • Advisor's reports on parental involvement 	<ul style="list-style-type: none"> • Academic planning tools were added to the school's main website so all enrolled and prospective students can plan their course of study and check requirements. • The academic planning process is now also integrated into the enrollment process to ensure participation.
5.4 Expand prospective families' resources; including quizzes on distance learning readiness, clearly articulated parental responsibilities, and grade level learning goals.	2007- Ongoing	<ul style="list-style-type: none"> • Decrease in early withdrawal rate due to lack of preparation for distance learning • Customer Service call logs 	<ul style="list-style-type: none"> • There has been a decrease in withdrawals resulting from a lack of preparation for distance learning. • The Parent Training Course is now on the Family Center website, accessible by enrolled and prospective families. • Customer Service call logs show a decrease in the number of calls from uninformed families.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
5.5 Test the core teacher system with seniors; if effective, implement in other grades.	2006-2010	<ul style="list-style-type: none"> Teacher and family feedback Decrease in number of extensions Increase in percent of courses completed on time 	<ul style="list-style-type: none"> Every senior works with a core teacher to monitor the transition out of high school. (2006) In 2008, a Homeroom Teacher was assigned to every high school student. Course completion rates have increased and extensions have decreased. (see outcomes above).
5.6 Consider implementing an enrollment start date on the first of each month so that students can progress in grade level cohorts.	2009	<ul style="list-style-type: none"> Test group feedback 	<ul style="list-style-type: none"> Online symposia and discussion boards were implemented for collaboration with topical critical-thinking skills, bringing students in different courses together. (2007) <i>Elluminate</i> was adopted for a real-time meeting venue. (2008) Considered required start dates and decided to continue open enrollment at this time to meet parent/student needs. (2008)
5.7 Develop course podcasts, synchronous chats, phone conferencing, and recorded online lessons/presentations.	Fall 2008-test group	<ul style="list-style-type: none"> Student use of interactive features Teacher feedback Student feedback 	<ul style="list-style-type: none"> Textbooks with recorded presentations were adopted. (2007) After a pilot study in the spring of 2008, <i>Elluminate</i>, an online collaboration service, was adopted for meetings and discussions.

6. Reporting and Use of Data

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1 and #2

Area for Growth: Refine our ability to gather, report, interpret, and use data to improve student learning. Make the effective use of data the focus of professional development over the next three years.

Rationale: We update the Student and Community Profile each year, but data has been published as it becomes available rather than in one cohesive report. The staff needs additional training in interpreting data and understanding trends. We are engaged in the process of refining learning data for learning and curricular feedback, but only about half of the teachers have been involved in the process of reviewing the profile. Some assessment results are being formatted for easier correlation with standards and course content. We wish to establish clear data organization and presentation so analysis can be done and conclusions drawn over extended periods of collaboration. Ongoing professional development and support from expert outside consultants is needed to accelerate our progress in this area.

Intended Outcomes:

- Beginning in September 2006, a user-friendly version of the Student and Community Profile will be published each year on the Family Center website and in the school brochure.
- All members of the community receive training on interpreting data.

Outcomes:

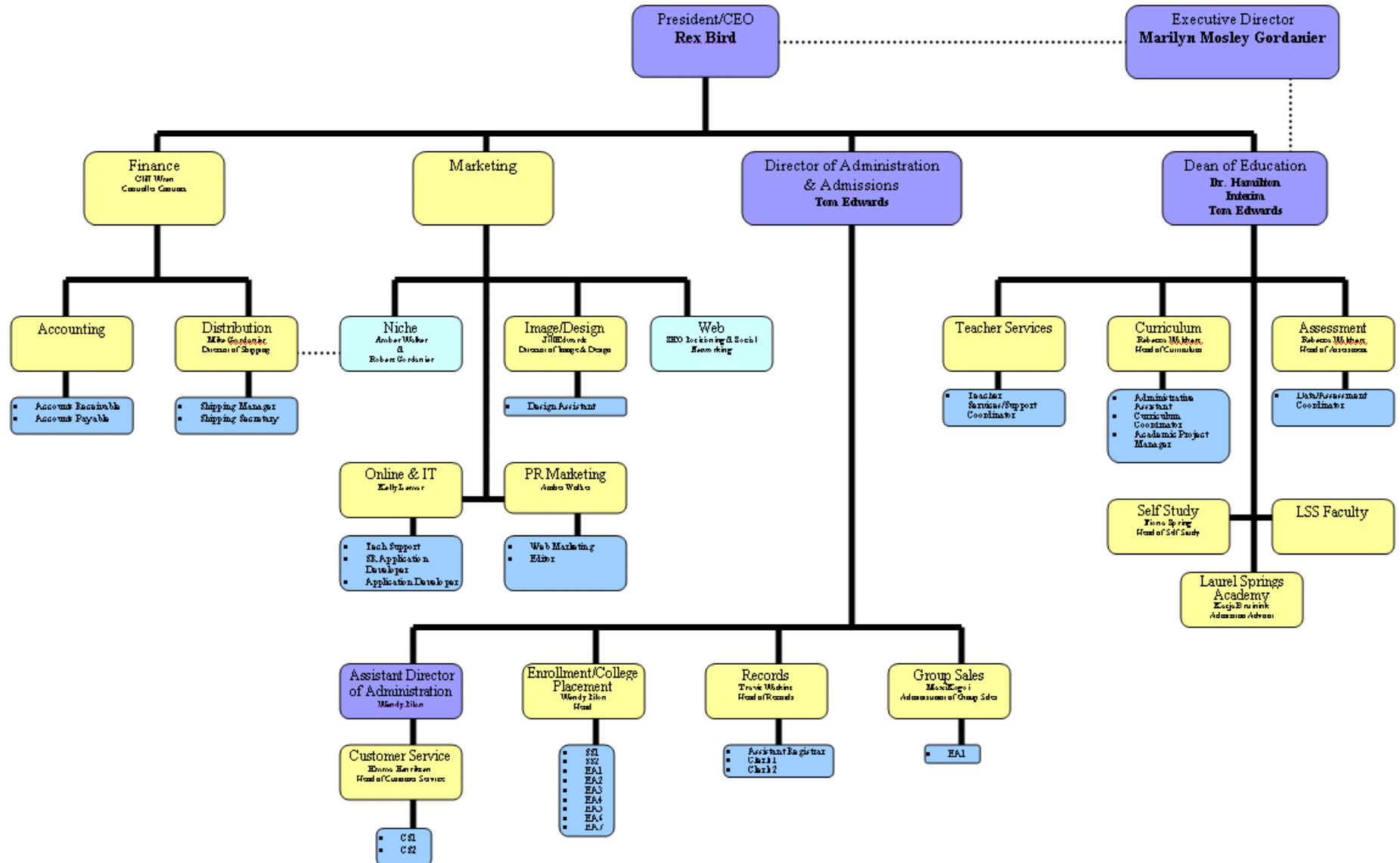
- Publication of our Student/Community Profile proved an ineffective way of getting the data to the attention of stakeholders, since very few read it. A better method was to include articles on achievement data and the school’s Action Plan in all the school’s newsletters and the “What’s New” section of the school’s website. These shorter, topical pieces are read by the community and always include an invitation to learn more and become involved.
- Professional Development meetings and newsletters have been used to discuss the reporting and use of student achievement data.

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
<p>6.1 Continue to develop the Academic Chair position to include information analysis and decision-making.</p>	<p>2007- Ongoing</p>	<ul style="list-style-type: none"> • Feedback from teachers • Academic Chair Evaluations 	<ul style="list-style-type: none"> • Creation of asynchronous forum for teacher discussions and analysis (2008) • Academic Chairs now hold monthly meetings with their departments, and subsequently with the Dean of Education, to relay teacher feedback. (2008) • Teachers’ feedback is used for decision-making on curricular choices and needs assessment tools, standardization of grading procedures, and so on. (2008)
<p>6.2 Deliver all individual student assessment results to teachers in a timely, convenient manner.</p>	<p>2006-2009</p>	<ul style="list-style-type: none"> • Post all assessment results and orientation work on each student’s <i>Aurora</i> page 	<ul style="list-style-type: none"> • All assessment results are available to teachers in <i>Aurora</i>. (2007) • <i>Acuity</i> testing renders immediate results. (2008)
<p>6.3 Design standardized practices for reporting vital signs from all departments.</p>	<p>2007-2008</p>	<ul style="list-style-type: none"> • Effectively reported vital signs 	<ul style="list-style-type: none"> • Staff and faculty meetings include regular reporting on the Action Plan and other strategic plans. (2007) • A format for reporting vital signs was designed by the school’s CEO and implemented with office staff. (2007)

Task	Timeline	Planned Vital Signs of Progress	Actual Vital Signs of Progress
<p>6.4 Publish a user-friendly Student and Community Profile on the Family Center website each fall.</p>	<p>2006-Annually</p>	<ul style="list-style-type: none"> • Publishing the Profile 	<ul style="list-style-type: none"> • Rather than publish the profile in one place, school progress data have been published on the school's websites, in parent training newsletters, teacher newsletters, and in the form of short, informative articles.
<p>6.5 Provide professional development in the use and understanding of assessment data, including CTBS Terra Nova scores, Capstones, placement tests, and <i>Learning Styles Profiles</i>, to inform instruction and schoolwide planning.</p>	<p>2007-Annually</p>	<ul style="list-style-type: none"> • Professional Development Participation Record • Teacher evaluation of professional development • Achievement data • Student and parent feedback • Increased number of Customization Specialists on site 	<ul style="list-style-type: none"> • One-fourth of faculty meeting time has been dedicated to working with assessment tools and student achievement data, • Teacher participation has increased.

APPENDIX

LAUREL SPRINGS SCHOOL ORGANIZATIONAL CHART



Chapter V: Schoolwide Action Plan

Revised December 4, 2006, in consideration of recommended Schoolwide Areas for Follow-up received from the Visiting Committee after our accreditation visit, November 13 to 15, 2006.

(Original) Preface

The Schoolwide Action Plan integrates subject area and support plans to address identified Laurel Springs School's growth needs. It is the product of an extended community-wide collaborative process.

Crafting our Action Plan began with analysis of Focus Group summaries. Focus Group members reviewed the Prioritized Areas for Growth for each criterion in the Self-Study. Next, the Self-Study Coordinator presented suggested areas for growth at Leadership Team and Senior Management meetings where they were discussed in relation to existing projects and progress. At each meeting, the Self-Study Coordinator presented these guide questions to consider as we crafted our Action Plan:

- Do these goals follow logically from the student data and Self-Study findings?
- Can we create a timeline to accomplish all of these goals within the next five to six years?
- Are the goals clearly student centered?
- Will we be able to measure our progress?
- Will we have the resources necessary to accomplish our goals?
- Will we be able to demonstrate an effect on student achievement when we report our progress?

A well-respected FOL training consultant met with Senior Management on numerous occasions to ensure that a thorough review of pertinent data informed the discussion of critical areas for growth. The Self-Study Coordinator kept records of all Action Plan meetings and bore the responsibility of drafting a plan based upon the groups' shared considerations. For feedback purposes, the major areas of differentiated instruction, mathematics instruction, and student time management were put forward in faculty and staff meetings and published in school newsletters. The community expressed overwhelming support for the Action Plan items. Responding to the Focus Groups' prioritized areas for follow-up, the profile data, and the proposed Action Plan, the Education Department recommended standards-based curriculum and instruction, and reporting and use of data as additional action items. These areas, then, round out the overall Action Plan.

Addendum to Original Preface – Post Accreditation Visit

In response to the feedback from our Visiting Committee, we have revised our Action Plan. **Bolded** notation tasks have been augmented and/or added, to support the Visiting Committee's recommendations.

Specific internal and external professional development components have been included throughout the Action Plan to support our intended outcomes. Incentives for professional development and teacher compensation are being addressed through an increase of 12 % in compensation for all faculty, incremental over the next two years, with the first raise beginning in January 2007.

Two of the Schoolwide Areas for Follow-up, **VC #7** and **#8**, are integrated in the school's ten-year strategic plan document and were not included in our Schoolwide Action Plan. For those reasons they are addressed in this preface. Their realization is expected to enhance schoolwide improvement. The **VC** recommendation **#7** asks us to consider (1) facility consolidation and expansion, and (2) creation of an alumni association. The **VC** recommendation **#8** asks that Senior Management consider bringing a strong education voice onto their team.

- (1) Senior Management recognizes the need to consolidate facilities to support increased efficiency along with anticipated growth.
- (2) During our Self-Study, the foundational work of compiling an alumni database was completed, in order to build an alumni association over the next few years. Such an association might well contribute to funds for expanded facilities, as well as connect students and alumni in an ongoing community.

Laurel Springs School - Schoolwide Action Plan

1. Math Instruction

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, and #3

Area for Growth: Improve support for students in the area of math by targeting lowest skill areas, strengthening curriculum, and providing teachers and parents with remediation materials.

Rationale: Students come to Laurel Springs with diverse levels of math ability at every grade level. Math is an area for which many students express dislike or apprehension. Students in grades 6-12 score lower on math sections of the CTBS tests than they score in other subject areas.

Intended Outcomes:

- By June 2010, raise CTBS scores so that 75% of students achieve at or above the 80th percentile in math for grades 6-12.

ESLR Addressed:

Educated Individual

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
1.1 Identify skill areas and grade levels of greatest need based upon scores from CTBS testing, Capstones, Learning Styles Profiles, and teacher feedback.	Summer 2007, annually	<ul style="list-style-type: none"> • Faculty • Education Department 	<ul style="list-style-type: none"> • Assessment Results 	<ul style="list-style-type: none"> • Completed strategy for task with annual targets 	<ul style="list-style-type: none"> • Teacher meetings • Teacher Lounge • School newsletters
1.2 Make math a priority for completing Milestones aligned to standards-based Capstones.	2006-2009	<ul style="list-style-type: none"> • Faculty • Curriculum Developers • Education Department 	<ul style="list-style-type: none"> • LSS courses • Capstone Score reports 	<ul style="list-style-type: none"> • Percentage of successfully completed Milestones 	<ul style="list-style-type: none"> • Math/Science Department meetings • Family Center website
1.3 Provide math teachers with enrichment curricula easily integrated throughout the year, based upon student needs.	2008-Ongoing	<ul style="list-style-type: none"> • Math Teachers • Education Department 	<ul style="list-style-type: none"> • ASCD • Learning Success Coaches • Teacher Lounge 	<ul style="list-style-type: none"> • Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> • Teacher Lounge • Teacher Meetings • <i>Teacher News</i>

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
1.4 Compile a math resource list for teachers and parents based upon effectiveness for different learning modalities.	2007-Ongoing	<ul style="list-style-type: none"> Education Department Math Teachers 	<ul style="list-style-type: none"> Customized Learning Plans Spreadsheet Learning Success Coaches 	<ul style="list-style-type: none"> Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> Family Center Website Course Syllabi Teacher Lounge <i>Teacher News</i>
1.5 Ensure that all online students have the proper tools for every lesson in Geometry and Calculus courses.	2006-2007	<ul style="list-style-type: none"> Education Department Math Teachers 	<ul style="list-style-type: none"> Online math tools 	<ul style="list-style-type: none"> Survey of available math tools 	<ul style="list-style-type: none"> Course syllabi

2. Reading Instruction

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, #3, and #4

Area for Growth: Improve support for students in the area of reading by targeting lowest skill areas, strengthening curriculum, and providing teachers and parents with remediation materials.

Rationale: LSS students in elementary grades score lower on reading sections of the CTBS than they score in other subject areas. Reading skills are the foundation for all academic endeavors.

Intended Outcomes:

- By June 2010, raise CTBS scores so that 75% of students achieve at or above the 80th percentile in reading for grades 3-6.

ESLR Addressed:

Educated Individual

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
2.1 Identify skill areas and grade levels of greatest need based upon scores from <i>Skills Surveys</i>, CTBS Terra-Nova testing, Capstones, <i>Learning Styles Profiles</i>, and teacher feedback.	Summer 2006, annually	<ul style="list-style-type: none"> • Faculty • Education Department 	<ul style="list-style-type: none"> • Assessment Results 	<ul style="list-style-type: none"> • Completed strategy for task with annual targets 	<ul style="list-style-type: none"> • Teacher meetings • Teacher Lounge website • School newsletters
2.2 Make reading a priority for completing Milestones aligned to standards-based Capstones.	2006-2007	<ul style="list-style-type: none"> • Faculty • Curriculum Developers • Education Department 	<ul style="list-style-type: none"> • LSS courses • Capstone Score reports 	<ul style="list-style-type: none"> • Percentage of successfully completed Milestones 	<ul style="list-style-type: none"> • K-5 Department meetings • Family Center website • <i>Teacher News</i>
2.3 Provide enrichment curricula to elementary teachers that can be easily integrated throughout the year, based upon student needs.	2006-Ongoing	<ul style="list-style-type: none"> • Education Department • Grades K-5 teachers 	<ul style="list-style-type: none"> • ASCD • Learning Success Coaches • Teacher Lounge website 	<ul style="list-style-type: none"> • Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> • Teacher Lounge website • Teacher Meetings • <i>Teacher News</i>

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
2.4 Compile a reading resource list for teachers and parents, based upon effectiveness for different learning modalities.	2006- Ongoing	<ul style="list-style-type: none"> • Education Department • Grades K-5 teachers 	<ul style="list-style-type: none"> • Customized Learning Plan Spreadsheet • Learning Success Coaches 	<ul style="list-style-type: none"> • Teacher Lounge use for sharing instructional resources 	<ul style="list-style-type: none"> • Family Center Website • Course Syllabi • Teacher Lounge • <i>Teacher News</i>

3. Standards-Based Curriculum, Instruction, and Assessment

Revised to highlight existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, #3, and #4

Area for Growth: Refine assessment tools and integrate curricular programs to ensure one, excellent level of instruction for all students, with clear learning objectives and consistent measurement tools.

Rationale: Designing and implementing an integrated curriculum and assessment program has been the school's greatest focus over the past six years. An extensive audit has been concluded, revealing that all of our core courses in grades 4-12, and half of our core courses in grades K-3, are aligned to California Content Standards. Although courses are aligned to standards, in many cases they were not crafted based upon a map of the entire subject area or grade level. The identification of essential standards in all grade levels and subject areas will drive refinement of assessment tools and guide integration of our curricular programs to ensure one, excellent level of instruction for all students.

Intended Outcomes:

- Improved student performance using a variety of measures including capstones, CTBS testing, and teacher feedback
- By September 2011, essential standards will have been identified for all core courses.
- By September 2011, all core courses will include learning objectives and performance rubrics with formative assessments aligned to them.

ESLRs Addressed:

All

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
3.1 Identify essential standards for all core courses; map skills and reading lists for core courses and ensure consistency among curricular programs.	2006-Ongoing	<ul style="list-style-type: none"> • Education Department • Faculty 	<ul style="list-style-type: none"> • California standards and frameworks • Course assessments • District workshops 	<ul style="list-style-type: none"> • Percentage of identified courses 	<ul style="list-style-type: none"> • Teacher Lounge website • Family Center
3.2 Ensure that teachers, parents, and students understand the essential standards and performance levels for each grade level and core subject area.	2006-Ongoing	<ul style="list-style-type: none"> • Education Department • Faculty 	<ul style="list-style-type: none"> • California state standards • Milestones assessments • Capstones 	<ul style="list-style-type: none"> • Percentage of syllabi having learning objectives and performance rubrics descriptions 	<ul style="list-style-type: none"> • Teacher Lounge website • Family Center • <i>Teacher Manual</i>

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
3.3 Replace all curricular materials identified by the faculty that don't meet the essential standards from the California Content Standards.	2007-2009	<ul style="list-style-type: none"> • Education Department • Faculty • Curriculum Department 	<ul style="list-style-type: none"> • Curriculum Audit Reports • California state adopted texts 	<ul style="list-style-type: none"> • Annual increase in percentage of courses meeting standards 	<ul style="list-style-type: none"> • LSS Course Catalog • Family Center • <i>Teacher News</i> • Teacher Lounge website

4. Differentiated Instruction

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1, #2, #4, and #6

Area for Growth: Refine course work and assessments to serve differentiated learners and foster awareness of learning modalities.

Rationale: As an important aspect of our program, teachers should be ready and willing to personalize a course in order to best serve the individual student, while maintaining focus on the target course concepts and skills. Teachers should be able to tailor instruction for each child as the need arises. Families should understand their responsibility in completing assessments and collaborating with teachers to continuously evaluate learning and design meaningful learning activities.

Teachers, especially those teaching UC-CSU a-g approved courses and Advanced and Honors courses, have been limited in their ability to customize while assessment tools for demonstrating mastery of standards, such as Milestones, have been in development. The first phase of Milestone creation was identifying culminating assignments. The second phase, now underway, includes evaluating whether Milestones address essential standards and augmenting the assessments with alternate projects or tests for differing learners. All assessments available to fulfill a single Milestone will share key rubric points and measure mastery of the same standards. As a framework of standards-based, formative assessments is put into place (including choices for differing learners), teachers and students will be better equipped to plan personalized learning, and each child will be assured equal access to standards-based instruction, regardless of their learning differences.

Intended Outcomes:

ESLRs Addressed:

- Milestone assessments offer multiple options for demonstrating mastery of standards wherever possible.
- Improvement from year to year on basic writing and problem-solving skills measured by Milestones
- More students meeting UC/CSU a-g requirements

All

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
4.1 Improve use of <i>Learning Styles Profiles</i> and <i>Skills Surveys</i> as a means of informing teachers of student learning needs.	2006-2007	<ul style="list-style-type: none"> • Education Department 	<ul style="list-style-type: none"> • Learning Success Institute • Online Grade Book 	<ul style="list-style-type: none"> • <i>Learning Styles Profiles</i> and <i>Skills Surveys</i> results become available in online grade book 	<ul style="list-style-type: none"> • Director of Education can verify
4.2 Unpack essential standards for differentiation of instruction.	Ongoing	<ul style="list-style-type: none"> • Education Department • Faculty 	<ul style="list-style-type: none"> • Course outlines • Capstone Score reports • Student work 	<ul style="list-style-type: none"> • Percentage of courses including differentiated Milestones • Capstone scores 	<ul style="list-style-type: none"> • Teacher Lounge website • Family Center • <i>Teacher News</i>

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
4.3 Continue to develop differentiated Milestones across the curriculum. Create an online rubric form to record scores schoolwide.	Ongoing	<ul style="list-style-type: none"> Education Department Faculty 	<ul style="list-style-type: none"> Course outlines Capstone Score reports Student work 	<ul style="list-style-type: none"> Percentage of courses including differentiated Milestones Capstone scores 	<ul style="list-style-type: none"> Teacher Lounge website <i>Teacher News</i>
4.4 Include professional development focused on careful examination of student work, level of understanding, and use of rubrics.	2006-Annually	<ul style="list-style-type: none"> Education Department Faculty 	<ul style="list-style-type: none"> <i>Accreditation Plus</i> interactive website ASCD online courses and conference 	<ul style="list-style-type: none"> Participation in appropriate trainings Evaluations of trainings 	<ul style="list-style-type: none"> Teacher Lounge website <i>Teacher News</i>
4.5 Consider adoption of text-books with online resources; e.g. interactive recordings, audio, and graphic organizers.	2006-2007	<ul style="list-style-type: none"> Education Department Faculty 	<ul style="list-style-type: none"> California State adopted and certified state aligned texts 	<ul style="list-style-type: none"> Teacher reviews of proposed text books 	<ul style="list-style-type: none"> LSS Brochure and Course Catalog Family Center website
4.6 Explore and integrate e-portfolios as a means of authentic assessment	2007-2011	<ul style="list-style-type: none"> Education Department Faculty IT Department 	<ul style="list-style-type: none"> E-portfolios Current research 	<ul style="list-style-type: none"> Teacher and student beta test of E-portfolios 	<ul style="list-style-type: none"> LSS Brochure and Course Catalog <i>Teacher News</i>
4.7 <u>NEW</u>: Develop systematic approaches for teachers and parents to identify appropriate community resources which supplement the student's learning.	2006-Ongoing	<ul style="list-style-type: none"> Education Department Faculty Student Services 	<ul style="list-style-type: none"> Learning Styles coaches teachers parents 	<ul style="list-style-type: none"> resources and strategies listed on Family Center procedures for teachers and advisors 	<ul style="list-style-type: none"> Family Center website Parent Training course and materials Teacher Lounge website
4.8 Continue to develop the Teacher Lounge website and MODG Database website as central resources and places of sharing for all teachers.	2006-Ongoing	<ul style="list-style-type: none"> Education Department Faculty IT Department 	<ul style="list-style-type: none"> <i>Aurora Learning</i> Teacher files MODG database 	<ul style="list-style-type: none"> IT completion of development phases Completed Academic Resource Lists Teacher use of sites Teacher feedback 	<ul style="list-style-type: none"> Teacher meetings <i>Teacher News</i> E-groups <i>MODG database</i>

5. Student Time Management

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #3 and #5

Area for Growth: Support students to manage their time to complete studies at a mastery level within the desired timeframe. Support students to collaborate and communicate inside the LSS community through academic and co-curricular activities.

Rationale: Students and teachers report problems with time management that challenge students’ ability to finish coursework within their desired timeframe and participate in dialogue with teachers to support mastery-level achievement. LSS strives to help students become *Independent Thinkers* and *Active Learners* who incorporate extra-curricular activities and knowledge of their learning styles and scheduling needs into their academic planning. We also hope they will become *Effective Communicators* who are able to discuss scheduling with teachers and take responsibility for making and keeping plans. We can provide tools and training to our students to help reduce the distance element of distance learning. These students are identified internally as “attendance problems.”

Intended Outcomes:

ESLRs Addressed:

- | | |
|--|---|
| <ul style="list-style-type: none"> • By September 2009, 80% of students with attendance problems will be able to catch up and successfully participate in our program. • Each year there will be a decrease in the number of enrollment extensions • Each year, the online grade book will reflect a decrease in “red flags” which indicate a student is behind schedule. • Each year, there will be a decreased proportion of withdrawals within the first four months of enrollment. | <ul style="list-style-type: none"> • Independent Thinker • Active Learner • Effective Communicator |
|--|---|

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
5.1 Implement the online grade book; track interaction and progress among teachers, students, parents, and advisors; provide student and parent training.	Fall 2006, Ongoing	<ul style="list-style-type: none"> • Education Department • IT Department • Faculty • Advisors 	<ul style="list-style-type: none"> • Teacher recommendations 	<ul style="list-style-type: none"> • Data on parents’ use of grade book. 	<ul style="list-style-type: none"> • Parent and teacher newsletters • Family Center website
5.2 Implement new process for follow-up with absent students.	Spring 2007, Ongoing	<ul style="list-style-type: none"> • Education Department • IT Department • Faculty • Advisors 	<ul style="list-style-type: none"> • Newly hired staff member dedicated to attendance program and grade book 	<ul style="list-style-type: none"> • Number of weeks of student absence as reported through the online grade book 	<ul style="list-style-type: none"> • Parent and teacher newsletters • Education Department meetings

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
5.3 Provide academic planning tools on the Family Center website to increase family participation in academic planning.	Fall 2007	<ul style="list-style-type: none"> IT Department Advisors 	<ul style="list-style-type: none"> Auto Academic Plan Family Center website 	<ul style="list-style-type: none"> Data on parents' use of academic planning tools. Advisor's reports on parental involvement 	<ul style="list-style-type: none"> Staff and faculty meetings <i>Teacher News</i>
5.4 Expand prospective families' resources; including quizzes on distance learning readiness, clearly articulated parental responsibilities, and grade level learning goals.	2007-Ongoing	<ul style="list-style-type: none"> Advisors 	<ul style="list-style-type: none"> Parent feedback Teacher feedback 	<ul style="list-style-type: none"> Decrease in early withdrawal rate Customer Service call logs 	<ul style="list-style-type: none"> School websites and brochures
5.5 Test the core teacher system with seniors; if effective, implement in other grades.	2006-2010	<ul style="list-style-type: none"> Student Services Department Education Department IT Department Faculty Advisors 	<ul style="list-style-type: none"> Senior Exit Survey results Educational counseling courses through BYU 	<ul style="list-style-type: none"> Teacher and family feedback Decrease in number of extensions Increase in percent of courses completed on time 	<ul style="list-style-type: none"> Bedrock Committee project management meetings
5.6 Consider implementing an enrollment start date on the first of each month so that students can progress in grade level cohorts.	2009	<ul style="list-style-type: none"> Senior Management Education Department IT Department Faculty 	<ul style="list-style-type: none"> Enrollment data Online chat rooms E-portfolios 	<ul style="list-style-type: none"> Test group feedback 	<ul style="list-style-type: none"> Bedrock Committee project management meetings
5.7 Develop course podcasts, synchronous chats, phone conferencing, and recorded online lessons/presentations.	Fall 2008-test group	<ul style="list-style-type: none"> Education Department IT Department Faculty Advisors 	<ul style="list-style-type: none"> Faculty Text book publishers SAS media library E-portfolios 	<ul style="list-style-type: none"> Student use of interactive features Teacher feedback Student feedback 	<ul style="list-style-type: none"> Faculty and staff meetings LSS Brochure and Course Catalog <i>Teacher News</i>

6. Reporting and Use of Data

Revised to highlight (in bold) existing alignment and/or address VC Schoolwide Areas for Follow-up #1 and #2

Area for Growth: Refine our ability to gather, report, interpret, and use data to improve student learning. Make the effective use of data the focus of professional development over the next three years.

Rationale: We update the Student and Community Profile each year, but data has been published as it becomes available rather than in one cohesive report. The staff needs additional training in interpreting data and understanding trends. We are engaged in the process of refining learning data for learning and curricular feedback, but only about half of the teachers have been involved in the process of reviewing the profile. Some assessment results are being formatted for easier correlation with standards and course content. We wish to establish clear data organization and presentation so analysis can be done and conclusions drawn over extended periods of collaboration. Ongoing professional development and support from expert outside consultants is needed to accelerate our progress in this area.

Intended Outcomes:

- Beginning in September 2006, a user-friendly version of the Student and Community Profile will be published each year on the Family Center website and in the school brochure.
- All members of the community receive training on interpreting data.

ESLR Addressed:

Educated Individual

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
6.1 Continue to develop the Academic Chair position to include information analysis and decision-making.	2007-Ongoing	<ul style="list-style-type: none"> • Education Department • Faculty 	<ul style="list-style-type: none"> • Mentoring program Evaluations • FOL guidelines for Home Groups 	<ul style="list-style-type: none"> • Feedback from teachers • Academic Chair Evaluations 	<ul style="list-style-type: none"> • Senior Management Meetings • Faculty and staff meetings
6.2 Deliver all individual student assessment results to teachers in a timely, convenient manner.	2006-2009	<ul style="list-style-type: none"> • Education Department • Faculty • IT Department 	<ul style="list-style-type: none"> • Milestone rubrics • CTBS class and student reports • <i>Aurora Learning</i> 	<ul style="list-style-type: none"> • Post all assessment results and orientation work on each student's <i>Aurora</i> page 	<ul style="list-style-type: none"> • Online Grade Book • Teacher Lounge website • Teacher meetings • <i>Teacher News</i>
6.3 Design standardized practices for reporting vital signs from all departments.	2007-2008	<ul style="list-style-type: none"> • Senior Management • Department Heads 	<ul style="list-style-type: none"> • Department goals • Vital signs for Action Plan 	<ul style="list-style-type: none"> • Effectively reported vital signs 	<ul style="list-style-type: none"> • Staff and faculty meetings

Task	Timeline	Person(s) Responsible	Resources	Vital Signs of Progress	Progress Reporting Methods
6.4 Publish a user-friendly Student and Community Profile on the Family Center website each fall.	2006- Annually	<ul style="list-style-type: none"> Self-Study Coordinator Image & Design Department 	<ul style="list-style-type: none"> Student and Community Profile 	<ul style="list-style-type: none"> Publishing the Profile 	<ul style="list-style-type: none"> School websites and newsletters
6.5 Provide professional development in the use and understanding of assessment data, including CTBS Terra Nova scores, Capstones, placement tests, and <i>Learning Styles Profiles</i> , to inform instruction and schoolwide planning.	2007- Annually	<ul style="list-style-type: none"> Education Department Faculty Senior Management 	<ul style="list-style-type: none"> ASCD courses, conferences, and publications Consultants Teacher meetings Profile Data Learning Success Institute training District Leadership workshops 	<ul style="list-style-type: none"> Professional Development Participation Record Teacher evaluation of professional development Achievement data Student and parent feedback Increased number of Customization Specialists on site 	<ul style="list-style-type: none"> Student and Community Profile School newsletters and websites <i>Teacher News</i>

Action Plan Follow-up (no revisions)

Our Action Plan includes challenging work and considerable professional development, but we feel that it is both feasible and essential to our school’s improvement. Assessment of progress in all areas necessitates ongoing analysis of student learning using a variety of measures.

The critical areas for follow-up identified through the Self-Study were carefully considered and integrated into the Action Plan. School stakeholders are committed to contributing to its implementation, as the plan is clearly focused on student learning, and our follow-up process maintains its focus on student outcomes.

The vital signs process, collaboratively designed by school leaders and department heads, ensures shared knowledge of important school data by requiring all departments to report results within a group forum. Each Department Head has a schedule of data reporting that is directly tied to the Action Plan.

- Staff **Department Heads** gather important data through enrollment and advising interviews, surveys, and reports on service to families. This includes advising frequency and effectiveness, tech support, general questions, and information given to prospective families. All of these areas are reported vital signs and have clear connections to the Action Plan. Staff members are committed to making their important contribution to improve student learning.

- **Students** and their **parents** evaluate curricula, instruction, and school support services and culture. Their careful completion of coursework, assessments, and surveys provides the school with year-to-year measures of our programs' effectiveness.
- The **Bedrock Project Management Team** is a forum for new projects involving multiple departments. Common goals and terminology can be agreed upon and processes designed within Bedrock, so that new programs enjoy successful starts and smooth implementation. The core teacher program being piloted in 12th grade is a good example of a Bedrock project, as it involves multiple departments becoming familiar with the new protocol and helping families and teachers to adjust in various ways.
- **Faculty members** are committed to the goals outlined in the Action Plan and play a significant role in identifying the necessary tasks. Teachers are the primary link between our students and the school, and their focused analysis of student outcomes is essential to the improvement process.
 - The **Professional Development calendar** will identify both mandatory and optional opportunities for participation in achieving Action Plan goals.
 - The **Teacher Lounge** and **MODG Database Site** will be important vehicles for reporting progress, delivering professional development resources, and allowing teachers to collaborate on projects.
- The **Education Department** oversees the faculty and curriculum development. It participates at a policy-making level with the Records Department and other support services. Being responsible for many of the tasks involved with all six Action Plan items, this department will be responsible for data gathering, creation and monitoring of the professional development calendar, and providing input to all those who report to staff, students, families, and the community.
- The **Management Team** meets every week and tracks progress on the Action Plan, incidental situations, and general school efficiency.
- The **Senior Management Team** meets with representatives from the Education Department twice monthly and keeps track of progress in all school departments. Senior Management evaluates progress on Action Plan goals and resource allocation, discussing and deciding upon changes in strategy and operations when appropriate. The annual budget may be adjusted each year depending upon Action Plan progress and development.