

Strategic Plan for Intentional Continuous Improvement
 Dr. Laura Lowder Educational Consultancy
 DBA Scholars Academy for the Gifted and Artistically Elite
 June 20th, 2020-August 1st, 2025

Name of Project	Purpose (Goal)	People	Project/ Program	Provision	Priorities:
Update/Revise Curriculum in Response to Survey Data	Our teaching philosophy supports hands-on, inquiry-based, engaging learning experiences that provide opportunities for students to think critically and problem solve. Adding onto our course options that support more hands-on instruction, more opportunities for critical thinking and problem-solving, and more inquiry-led learning helps our program of study to better align with our mission and philosophy.	A. Dr. Laura Lowder B. Mrs. Sowards (social-emotional teacher), all students, all faculty and staff <u>Goals for Students:</u> *100% of students will complete their assigned math course before May 15 th , 2021. *The average student achievement percentile for the written expression subtest area on the year-end nationally-normed assessment given in the spring of 2021 will be 70 th percentile or greater.	Revision of key curriculum and addition of social-emotional instructor/counselor; Addition of hands-on math curriculum; addition of social-emotional support; increase in writing instruction; revise and/or rewrite curriculum for the principles of chemistry honors course and principles of Earth and environmental science honors course	*purchase of curriculum to review and pilot (Math-U-See math programs) completed June 2020 by Dr. Lowder; *support Mrs. Sowards to develop the social-emotional course and micro-badge offering; *supply kits purchased and piloted for the revised science classes (to be donated by Dr. Lowder); *strategic scheduling to coordinate teacher-led science lessons up to four times per week for each revised course *additional faculty needed during math, science, and ELA/history Approximately \$15,000 Note: Mr. Lowder will volunteer his teaching.	# 1- Complete by September 2020; implement beginning September 2020; reflect and revise May 2021, 2022, and 2023
Fully Online School Option as Continuous Improvement of (COVID-19 pandemic, student' sickness, student or faculty travel, etc.) that could potentially open enrollment to students from other areas seeking a program like ours.	Our blended learning framework includes robust distance learning opportunities. With the COVID-19 pandemic a reality for the 20-21 academic year, it is imperative that LLEC continues to develop and strengthen our ability to implement engaging, effective distance learning that provides opportunities for inquiry, critical thinking, and problem-solving with quality instructional resources leading to student achievement.	A. Dr. Laura Lowder and all faculty B. all students, all faculty and staff <u>Goals for Students:</u> *Students will engage in synchronous lessons as scheduled by attending at least 90% of their assigned virtual learning sessions. At least 83% of our full-time, scholars will meet this goal. *Through observations of students' verbal participation rates in class discussions across courses, 100% of students will contribute at least once in a given class period. Observations will be scheduled to occur at least twice a year for each course that meets synchronously.	Set up the ability to hold our full academic program and services in an online setting. Ensure that students' participation rates are maintained throughout each course and during each class session. Ensure that students' attendance rates remain high in the online environment.	Faculty will likely benefit from having access to a headset with built-in microphone or ear buds with built-in microphone, a document camera, and access to curricular resources online to support a virtual classroom. *Mr. Lowder, Dr. Lowder, Ms. T-D, and Mrs. Sowards (4 document cameras and 4 wireless headsets with built-in microphone)= approximately \$500 to be donated by Dr. Lowder	# 2-Ongoing with significant developments during the summer of 2020 and revisits each summer following; scheduled observations to occur during the fall of 2020 and the spring of 2021 and to repeat each academic year, 2022, and 2023

<p>Initiate micro-badge programs to align with the newly formalized enrichment courses for "21st Century Skills", "Social-Emotional", and "Integrated Lab Skills" courses.</p>	<p>The three pillars of our unique education program that support our vision for facilitating dispositional and future-ready growth among our students are social-emotional instruction and support, 21st Century skill development, and development of science lab skills to support a successful transition into the lab settings of higher education (that most online learners do not have opportunities to build).</p>	<p>A. Dr. Laura Lowder (21st Century Skills), Mrs. Sowards (social-emotional), and Mr. Lowder (integrated science lab skills) B. all students, all faculty and staff <u>Goals for Students:</u> *90% of students will successfully demonstrate proper use of lab skills as assessed by Mr. Lowder through a performance assessment. *90% of students will indicate greater self-awareness in social-emotional status and/or 90% of students will indicate knowledge of coping strategies for supporting their own social-emotional health and/or the health of others as indicated in survey data. *90% of students will indicate growth in 21st Century skills on a reflective self-analysis administered during the second semester of the school year.</p>	<p>Launch our micro-badge programs in the areas of social-emotional, 21st Century, and integrated science lab skills as a goal-oriented component of our three enrichment courses.</p>	<p>*additional funding for our new social-emotional instructor and counselor will be added into the budget. Approximately \$5,000 *training (21st Century skills facilitation) and support (materials, supplies, and classroom set up) for dedicated "Passion Project Fridays" staff and mentor for the student newsletter tasks. Approximately \$2,000 *Volunteers will be needed for guest visitors (artist, musician, author, etc.)</p>	<p>#3- Preparations during the summer of 2020; implementation in September 2020-May 2021; reflect and revise as needed for 2021-2022, and 2023</p>
<p>Building Community Through Intentional Relationship-Building</p>	<p>In our mission we commit to "support character growth and learning through personalized teaching, tutoring, and dispositional support". A shared strategy for implementing our mission is to work intentionally to build relationships between and among faculty, staff, and students. If we are successful with this, we will be much more likely to be successful in our quest to positively shape dispositions, engagement and character development among our students.</p>	<p>A. All Faculty and Staff B. all students, all faculty and staff <u>Goals for Students:</u> *100% of faculty and staff will indicate feeling respected by all students. *100% of faculty and staff will indicate student responsiveness to instruction at an acceptable level. *100% of students will indicate feeling respected by all faculty and staff. *100% of students will indicate that they perceive the faculty and staff to be responsive to their needs.</p>	<p>Work to build community and gain the trust of pupils through intentional development of supportive, encouraging, mentoring relationships</p>	<p>*Professional development will be provided for all faculty and staff on community building, relationship building, and/or mentoring in the classroom.</p>	<p># 4-Ongoing; begin with strategic mentoring activity implementation September 2020; reflect and revise strategies for success May 2021, 2022, 2023</p>
<p>Formalize Professional Development Plans for All Faculty and Staff</p>	<p>To maintain relevance in the classroom and with our teaching practices, we must stay current in our own learning, professional development, and perspectives in relation to society and the world outside of our classroom walls. It is imperative that we continue to model a practice of continuous development personally and professionally if we are to expect our students to engage in similar practices and behaviors. To be innovative, as our mission claims, we must maintain relevancy.</p>	<p>A. Dr. Laura Lowder and all faculty and staff B. All faculty and staff and students <u>Goals for Students:</u> *100% of faculty and staff will create and submit for approval a personalized professional development plan. *100% of faculty and staff will engage in their plans for professional development. *100% of faculty and staff will compose informal narratives of reflection connecting each PD experience to answer the questions, "so what?, now what?".</p>	<p>Initiate, manage and support formal professional development plans for all faculty and staff.</p>	<p>*Dr. Lowder will organize a list of appropriate professional development from which faculty and staff can select from. Included will be opportunities to engage in professional development to explore ideas to do a better job of embedding equity into our teaching and learning as well as to do a better job of building our capacities and perspectives towards anti-racism. *For PD that may be scheduled during school hours, Dr. Lowder will coordinate teaching coverage to support the faculty and staff in attending the selected PD. *Faculty and staff may need guidance and support in creating their own plans for professional development. Dr. Lowder will provide this guidance and support as needed.</p>	<p># 5-Ongoing to begin with; formal offerings via a list for faculty and staff to choose from by September 2020; reflect, self-evaluate, and revise plan each year for 2021, 2022, and 2023</p>

<p>Graduate our first eligible student(s) from our accredited program.</p>	<p>Our mission aims at helping students achieve goals shared by themselves, their families, and the LLEC. A major shared goal for most students and their supporters is to earn a high school diploma from an accredited program. Being able to deliver our first high school diploma to a worthy graduating senior will support this shared vision.</p>	<p>A. Dr. Laura Lowder B. students <u>Goals for Students:</u> *Graduate our first eligible student(s) from our accredited program *Continue to graduate eligible student(s) from our accredited program with increase in the number of students graduating over time</p>	<p>Our first graduation of a student as an accredited program</p>	<p>Successfully accreditation for Ai.</p>	<p># 6-May 2021; 2022, and 2023</p>
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