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Executive Summary

On July 24, 2013, the Board of Education and Building Leadership Team (BLT) collaborated at an evening retreat in order to assess the Strategic Plan action items adopted for the 2012-2013 school year, in addition to the six (6) LPHS Goals. By the end of the retreat, the Board of Education and Administration had selected twenty (20) action items to work on during the 2013-2014 school year. The Board of Education took formal action on August 21, 2013 and adopted the recommended Strategic Plan actions.

On October 18, 2013, Superintendent Steven Wrobleski facilitated a retreat of the BLT and Instructional Leadership Team (ILT). Prior to the ILT joining the BLT, the administrators selected and aligned the appropriate Strategic Plan Action Items and High Schools that Work Key Practices to each of the six LPHS Goals. Once the joint retreat began, Division Chairs and teacher leaders worked in teams with administrators and wrote action plans and success measures for each of the six Goals. The retreat concluded with clearly defined actions and aligned assessments for each Goal. In addition, the team identified which Committee and/or Division would be responsible for working on each action item.

In addition to being aligned to the District Strategic Plan and HSTW Key Practices, School Improvement Team members – Principal Deb Nelson, Kate Lance, and Jayme Salazar – met on September 9, October 2, and November 5, 2013 to update and align the state-required Rising Star indicators to each of the six LPHS Goals. This ensures that LPHS is in compliance with the state-approved school improvement planning process – while at the same time, using a document that is unique and specialized to the needs of LaSalle-Peru Township High School.

On November 11 and 14, 2013, the BLT reviewed the draft School Improvement Plan for consistency in language and continuity in the actions/success measures across all six Goals. The BLT examined the work load assigned to all Committees and Divisions and made appropriate adjustments. Each Committee/Division assigned work will receive a SIP Assignment Sheet in which they will document their planned activities month-by-month, thus guaranteeing documentation of all work.

Finally, the most significant enhancement to the School Improvement Plan is the adjustment in the timeframe for completing the work. Historically, the District has utilized a time line beginning in August and ending in May. Since much of the data needed to assess how well the District attained its goals are not received until the summer/fall of the ensuing school year, Superintendent Wrobleski and Principal Nelson extended the SIP timeline from a standard 9-month school year to an 18-month cycle. Each SIP cycle now begins in August and will conclude the following December. This will allow the necessary time to review appropriate data, update work plans, and most important, provide the time required for our teams to work on their action plans. We believe this will enhance program coherence and increase the clarity and focus on our school improvement plan.
LaSalle-Peru Township High School
Beliefs – Vision – Mission

LPHS Beliefs ~

We believe that.....

- Every person should strive for excellence.
- Every person is unique and worthy of respect.
- LPHS is the core of the community.
- Students need a safe school.
- Today’s learners must be educated to meet tomorrow’s challenges.

Vision Statement ~

Learn...Grow...Lead....Excellence is our Standard!

Mission Statement ~

The Mission of LaSalle-Peru Township High School is to educate all students to the highest standards in a safe and challenging environment while developing within each of them:

- The ability to think critically, solve problems, and communicate effectively.
- Pride and respect in themselves, school, and community.
- An inspiration to become life-long learners who meet the challenges of an ever-changing and diverse world.

“Strive for Cavalier Excellence”
La Salle-Peru Township High School
School Improvement Plan
August 2013 – December 2014

**LPHS Goal #1:**
A minimum of 90% of students, staff, and parents perceive LPHS as a safe, challenging, and supportive environment.

<table>
<thead>
<tr>
<th>Strategic Plan Alignment</th>
<th>HSTW Key Practices</th>
<th>Rising Star Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL3, F1 – 4, T1 – 3, CE1 – 5, HR1 – 5</td>
<td>1, 6, 8, 9, 10</td>
<td>CL1, CL6, CL8, CL10</td>
</tr>
</tbody>
</table>

**BASELINE DATA (2012-2013):**
85% of students, staff, and parents perceive LPHS as a safe, challenging, and supportive environment.

**ACTIONS:**
1. Examine alternative Bell Schedule.
2. Develop a cost analysis to create state-of-the-art science classrooms/labs and enhance the exterior image of campus buildings.
3. Upgrade wired and wireless networks to support a District 1:1 initiative.
4. Promote and enhance school to community communications.
5. Preserve and promote co-worker team spirit and motivation.

**SUCCESS MEASURES:**
1. Reestablish Bell Schedule Committee with a representative from each division. Submit a proposal for a new bell schedule. (Bell Schedule, Advisory, GPA, ILT, RtI)
2. Submit a preliminary proposal to upgrade at least one science classroom/lab and recommend at least three (3) enhancements to outside building. (BLT, Science Division)
3. Submit a detailed implementation plan with time line. (Technology Committee)
4. Submit proposal for a new website – Offer additional Parent Power Sessions – Explore mandatory volunteerism as a graduation requirements (100 hours in 4 years). (BLT, Counseling)
5. Treat all with respect and keep everyone well informed – Extend fair and unbiased treatment to all – Continue to communicate information, clarify LPHS Goals and individual roles. (All employees)

**LPHS Goal #2:**
All LPHS students will show growth of six (6) points from their EXPLORE composite to their ACT composite.

<table>
<thead>
<tr>
<th>Strategic Plan Alignment</th>
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<th>Rising Star Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL1 – 3, F3, T2, CE2, CE3, HR1, HR2</td>
<td>1, 6, 7, 9</td>
<td>CL1, CL8, CL10, D7</td>
</tr>
</tbody>
</table>

**BASELINE DATA (2012-2013):**
4.2 point growth from EXPLORE composite to ACT composite for Class of 2012.

**ACTIONS:**
1. Continue aligning all (pertinent) areas to the Common Core State Standards (CCSS) while working with Curriculum Leadership Institute (CLI).
2. Collect and research data on how the current weighted system is impacting our students. (ie: course selection)
3. Review past recommendations and collect new information concerning the bell schedule.
4. Continue to collect information on ways to take the technology of LPHS into the 21st century (technology infrastructure, 1:1 initiative).
5. Examine ways to keep the lines of communication open between LPHS and our parents/guardians.
6. Continue to develop the evaluation system to be in compliance with Senate Bill 7 and support the Danielson model.

**SUCCESS MEASURES:**
1. Check in with the PLC’s progress as defined by CLI. (ILT/CCC)
2. Submit a proposal with recommended changes. (GPA, ILT)
3. Present a new proposal for a possible new bell schedule. (Bell Schedule, GPA, RtI, ILT)
4. Present proposals based on the information collected. (Technology)
5. Track parent contacts by staff, attendance at Open Houses, Parent Power Sessions and Informational Nights as well as the number of followers on LPHS social media sites. (BLT, Counselors)
6. Stay in compliance. (Evaluation Committee)

**The BLT will be responsible for making all final recommendations and reports on all Goals to the Board of Education**
La Salle-Peru Township High School
School Improvement Plan
August 2013 – December 2014

LPHS Goal #3:
A minimum of 90% of LPHS students who enter 9th grade will complete high school four years later.

<table>
<thead>
<tr>
<th>Strategic Plan Alignment</th>
<th>HSTW Key Practices</th>
<th>Rising Star Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL3, T2, CE2, CE3, HR1, HR2</td>
<td>1, 2, 5, 6, 7, 8, 9</td>
<td>CL1, CL8, CL10, D7</td>
</tr>
</tbody>
</table>

BASELINE DATA (2012-2013):
85.1% graduation rate for the Class of 2013

ACTIONS:
1. Re-establish the Bell Schedule Committee to examine ways to implement a period of intervention/advisory within the school day.
2. Continue to identify schools of similar size and investigate the process for launching a 1:1 initiative in which each student, teacher, and administrator has a computing device.
3. Examine additional options to increase the lines of communication between families and educators.
4. Explore ways to increase the opportunities students are offered to earn additional credits outside the traditional school year as well as additional opportunities for credit recovery.
5. Continue to implement and potentially expand programs and support services that provide all students with social and emotional assistance during their high school years.
6. Establish a staff development program that includes the components of the Danielson Framework for Teaching for all faculty.

SUCCESS MEASURES:
1. Submit a proposal for a new bell schedule. (Bell Schedule, RtI, Advisory, GPA, ILT)
2. An end-of-year report detailing the timeline/cost/facilities/upkeep of a 1:1 initiative. (Technology, ILT, BLT)
3. Attendance at Open Houses, Parent Power Sessions and Informational Nights will be compiled and analyzed as well as the number of followers on LPHS social media sites will be recorded. (BLT, Counseling Department)
4. Present a proposal based on information collected. (BLT, Support Services, ILT)
5. Present proposals based on information collected. (Advisory, Environmental, Support Services Division)
6. A compilation of staff development opportunities will be documented and shared at the end of the school year. (SIT)

LPHS Goal #4:
All LPHS students will finish high school with postsecondary credit (i.e., AP, Dual Credit, Career Certification) or having met standards for postsecondary studies to avoid developmental/non-credit courses.

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<thead>
<tr>
<th>Strategic Plan Alignment</th>
<th>HSTW Key Practices</th>
<th>Rising Star Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SL2, SL3, CE2, CE3, HR1, HR2</td>
<td>2, 3, 4, 7, 8</td>
<td>CL1</td>
</tr>
</tbody>
</table>

BASELINE DATA (2012-2013):
81.8% of the Class of 2012 were enrolled in courses offering postsecondary credit.

ACTIONS:
1. Modify the bell schedule to provide structured time for extra help and opportunities to complete a career pathway.
2. Study the impact that weighted grades has on course selection.
3. Explore programs providing students more opportunities for AP, Dual Credit, and Career Certification.
4. Assist students in making course selections aligned to their career interests.
5. Expand student opportunities for work-based learning.
6. Explore senior course options in math and English that will help students successfully transition to credit bearing college classes.

SUCCESS MEASURES:
1. Reestablish Bell Schedule Committee with a representative from each division. Submit a proposal for a new bell schedule. (Bell Schedule, Advisory, GPA, ILT, RtI)
2. Submit a proposal with recommended changes. (GPA, ILT)
3. Present recommendations to enhance current programs and/or create new programs. (ILT, HSTW)
4. Present a report that details our students’ current career interests and course selections. (HSTW, Counselors)
5. Present a proposal to implement a work-based learning model. (HSTW, ILT)
6. Recommendations will be made for senior course options in math and English. (ILT, English Division, Math Division)
**LPHS Goal #5:**
A minimum of 85% of LPHS graduates will complete college-prep courses in math, science, English, and Social Sciences, with a concentration in an academic area, a career/technical area, or a blend of the two.

**Strategic Plan Alignment**
<table>
<thead>
<tr>
<th>SL2, SL3, F3, CE2, CE3, HR1, HR2</th>
<th>2, 3, 4, 7, 8, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rising Star Alignment</strong></td>
<td>CL6, D7</td>
</tr>
</tbody>
</table>

**BASELINE DATA (2012-2013):**
40% of the Class of 2012 met this goal.

**ACTIONS:**
1. Continue data analysis of historical HSTW assessments.
2. Explore alternative core classes.
3. Examine current graduation requirements.
4. Continue the work of the Bell Schedule sub-committee.
5. Continue the work of the GPA group (plus/minus scale).
6. Increase parent/student education sessions to communicate this goal to parents and students.

**SUCCESS MEASURES:**
1. An end-of-the-year report will be generated detailing trends of course taking patterns & recommendations for improvements. (HSTW committees)
2. Present recommendations for possible changes to current course sequencing. (ILT)
3. Present recommendations for potential graduation requirement changes. (BLT, ILT)
4. Reestablish Bell Schedule Committee with a representative from each division. Submit a proposal for a new bell schedule. (Bell Schedule, Advisory, GPA, ILT, RtI)
5. Submit a proposal with recommended changes. (GPA, ILT)
6. Present a report on the attendance and feedback from Parent Power and classroom sessions. (Counseling, Advisory)

**LPHS Goal #6:**
A minimum of 85% of LPHS students will meet the reading, mathematics, and science performance goals on the *High Schools that Work* Student Assessment (administered in every even year).

**Strategic Plan Alignment**
<table>
<thead>
<tr>
<th>SL1, SL3, F3, CE2, CE3, HR1, HR2</th>
<th>2, 8, 10</th>
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<tbody>
<tr>
<td><strong>Rising Star Alignment</strong></td>
<td>CL1, CL8, CL10</td>
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**BASELINE DATA (2012-2013):**
Reading – 65%, Math – 68%, Science – 82%.

**ACTIONS:**
1. Continue to examine bell schedule options that would provide opportunities for interventions in academic areas and aid in guidance and advisement activities.
2. Evaluate current practices and other possible options related to GPA calculations, grading, weighted courses, waivers, and graduations requirements.
3. Continue to provide increased opportunities for information dissemination and ongoing communication with students and families.
4. Compile and analyze the previous HSTW data to determine growth based on the HSTW indicators.
5. Begin the Curriculum Leadership Institute (CLI) process.

**SUCCESS MEASURES:**
1. Present a new proposal for a possible new bell schedule. (Bell Schedule, GPA, ILT)
2. Present proposals based on the information collected. (GPA, ILT, BLT)
3. Attendance at Open Houses, Parent Power Sessions and Informational Nights will be compiled and analyzed as well as the number of followers on LPHS social media sites will be recorded. Add teacher/parent conferences as a negotiation item as the upcoming contract is being discussed. (Counseling, BLT)
4. Present a report of the compiled HSTW data, analysis, and associated actions. (HSTW, ILT)
5. Update BOE Curriculum Development Policy and implement the CLT long-range plan. (ILT-CCC, All Divisions)
<table>
<thead>
<tr>
<th><strong>ADVISORY</strong></th>
<th><strong>BELL SCHEDULE</strong></th>
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<tbody>
<tr>
<td>Goal 3: A5</td>
<td>Goal 1: A1  Goal 4: A1</td>
</tr>
<tr>
<td>Goal 5: A3</td>
<td>Goal 2: A2  Goal 5: A4</td>
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<thead>
<tr>
<th><strong>BLT</strong></th>
<th><strong>COUNSELORS</strong></th>
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<tbody>
<tr>
<td>Goal 1: A2, A4, A5  Goal 5: A3</td>
<td>Goal 2: A5  Goal 5: A6</td>
</tr>
<tr>
<td>Goal 3: A3, A4</td>
<td>Goal 4: A4</td>
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<tr>
<th><strong>ENVIRONMENTAL</strong></th>
<th><strong>EVALUATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 3: A5</td>
<td>Goal 2: A6</td>
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<table>
<thead>
<tr>
<th><strong>GPA</strong></th>
<th><strong>HSTW</strong></th>
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</thead>
<tbody>
<tr>
<td>Goal 4: A2</td>
<td>Goal 5: A1</td>
</tr>
<tr>
<td>Goal 5: A5</td>
<td>Goal 6: A4</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>ILT</strong></th>
<th><strong>RtI</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 5: A2</td>
<td></td>
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<tr>
<th><strong>Support Services</strong></th>
<th><strong>SIT</strong></th>
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<tbody>
<tr>
<td>Goal 3: A4, A5</td>
<td>Goal 3: A6</td>
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<thead>
<tr>
<th><strong>Technology</strong></th>
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<tbody>
<tr>
<td>Goal 1: A3</td>
</tr>
<tr>
<td>Goal 2: A4</td>
</tr>
<tr>
<td>Goal 3: A2</td>
</tr>
</tbody>
</table>
ADOPTED STRATEGIC PLAN PRIORITY ACTIONS

**Student Learning & Performance (SL)**
SL1 Continue to align all areas to the Common Core standards and articulate with the associated elementary districts;
SL2 Evaluate how our current weighting system impacts enrollment;
SL3 Examine alternative (bell) schedules allowing more opportunities for electives, remediation, and tutoring.
   - Consider ways to use “Advisory Period”
   - Create opportunities for Tier 2 and Tier 3 interventions

**Facilities (F)**
F1 Develop a cost analysis to examine additions/renovations to the existing campus versus building a new campus (Master Facility Plan);
F2 Conduct a safety/security audit with local law enforcement to monitor entrances, exits, and travel between campus buildings;
F3 Develop a plan to create state-of-the-art science classrooms and labs;
F4 Create a plan to enhance the exterior image of the campus buildings.

**Technology (T)**
T1 Improve the quality, speed and reliability of wired and wireless network;
T2 Implement a 1:1 initiative in which each student, teacher, and administrator has a mobile computing device;
T3 Make purchase decisions that reduce the total cost of ownership.

**Community Engagement (CE)**
CE1 Enhance the District website;
CE2 Conduct parent conferences at every grade level;
CE3 Open houses dealing with information that can be shared in a more intimate setting, such as, tech information, scholarship information, etc.;
CE4 Examine ways to bring back some of the nostalgic school spirit;
CE5 Promote volunteerism with local businesses.

**Human Resources (HR)**
HR1 Build upon a work environment that fosters productive communication and collaboration throughout the district;
HR2 Align current evaluation system to be in compliance with Senate Bill 7;
HR3 Develop and enhance a mentor program for all new staff;
HR4 Perform an ongoing review of our compensation to make sure it is aligned with districts of similar demographics;
HR5 Enhance the reward/recognition system for all staff.

Adopted August 21, 2013
Coding System added October 18, 2013
The HSTW Key Practices are:

1. **High expectations** — Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.

2. **Program of study** — Require each student to complete an upgraded academic core and a concentration.

3. **Academic studies** — Teach more students the essential concepts of the college-preparatory curriculum by encouraging them to apply academic content and skills to real-world problems and projects.

4. **Career/technical studies** — Provide more students access to intellectually challenging career/technical studies in high-demand fields that emphasize the higher-level mathematics, science, literacy and problem-solving skills needed in the workplace and in further education.

5. **Work-based learning** — Enable students and their parents to choose from programs that integrate challenging high school studies and work-based learning and are planned by educators, employers and students.

6. **Teachers working together** — Provide teams of teachers from several disciplines the time and support to work together to help students succeed in challenging academic and career/technical studies.

7. **Students actively engaged** — Engage students in academic and career/technical classrooms in rigorous and challenging proficient-level assignments using research-based instructional strategies and technology.

8. **Guidance** — Involve students and their parents in a guidance and advisement system that develops positive relationships and ensures completion of an accelerated program of study with an academic or career/technical concentration.

9. **Extra help** — Provide a structured system of extra help to assist students in completing accelerated programs of study with high-level academic and technical content.

10. **Culture of continuous improvement** — Use student assessment and program evaluation data to continuously improve school culture, organization, management, curriculum and instruction to advance student learning.
### APPENDIX 4

**Rising Star Indicators – Six for 2013-2014**

<table>
<thead>
<tr>
<th>CL1</th>
<th>The school's Learning Support System will include academic, physical, social, emotional, and behavioral programming based on school-wide, targeted group and individualized needs. (2343)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CL6</td>
<td>School Leadership and primary caregivers will engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. (2341)</td>
</tr>
<tr>
<td>CL8</td>
<td>The school culture will support teachers in practicing effective and responsive instruction to meet individual student needs. (2349)</td>
</tr>
<tr>
<td>CL10</td>
<td>The school culture will promote and support the academic, physical, social, emotional, and behavioral skill development and engagement of students. (2351)</td>
</tr>
<tr>
<td>D7</td>
<td>The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326)</td>
</tr>
<tr>
<td>IA13</td>
<td>The district will work with the school to provide early and intensive intervention for students not making progress. (1129)</td>
</tr>
</tbody>
</table>
LaSalle-Peru Township High School 2013-2014 Committee Flow Chart

Board of Education
Jim Quesse, President
Tony Sparks, Vice President
Alan Cherpeske
Dr. Rose Lynch
Dr. Peter Meier
Dennis O’Keefe
Cathy Renk

Superintendent
Steven R. Wrobleski

Building Leadership Team
Matt Baker
Stephanie Jeanblanc
Steve Sash
Steve Wrobleski*

D’Wayne Bates
Ritchie Kowalczyk
Mary Stouffer
Deb Nelson
Amy Williams

School Improvement Team
Laura Gray
Deb Nelson*
Gladys Ramey
Jayme Salazar

Environmental
Matt Baker
Jean Ganze
Lynn Jakse
Meg Kowalczyk
Kate Lance
Shelly Phillips*
Jayme Salazar
Steve Sash
Kristie Witte

RtI Steering
Tim Bicknell
Jan Constantine
Ryan Duffy
D’Wayne Bates
 fraught with a number of

Advisory
Maggie Alderman*
Tiara Bedenko-Hill
Jessica Full
Michele Honecker-Ummel
Pete Navin
Deb Nelson*
Jennifer Plym
Amy Williams*
Steve Wrobleski*

Technology
Matt Baker
Bonnie Claudnic
Matt Dawson
Levi Derber
Jeremiah Farrell
Matt Glupczynski
Kent Graff
Dave Kelty
Clay Theisinger

HSTW
Tiara Bedenko-Hill
Emmy Carney*
Laura Gray
Stephanie Jeanblanc
Larry McKee
Ryan Mickley
Christine Theisinger
Lori Turczyn
Joe Villareal
Steve Wrobleski

Jose Medina
Petie Nalin
Rachel Patrick
Paul Perretta
Gladys Ramey
Diana Rathbun
Greg Sarver
Georgia Stohr
Alex West
Amy Williams*

Evaluation
Kristen Adams
Joelyn Anderson
Pat Carney
Laura Gray
Stephanie Jeanblanc
Larry McKee
Ryan Mickley
Christine Theisinger
Lori Turczyn
Joe Villareal
Steve Wrobleski

Ed Yoder
Steve Wrobleski*

Bell Schedule
Kristen Adams
Kyle Adelman
Eric Bjerkaas
Tracy Boylan
Harold Burr
Shelly Phillips

GPA
Kyle Adelman
Lauren Benassi
Ryan Duffy
Jessica Full
Stephanie Jeanblanc*
Meg Kowalczyk
Sue Marshall
Joe Sassa
Bobbi Newell

ASHA
Lynn Jakse
Ryan Duffy

*Committee Chair Person