

Chapter V: Schoolwide Action Plan

Goal One:

To improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness.

Goal Two:

To improve overall student achievement through increasing parental and community involvement and accountability.

Goal Three:

To support all underachieving students (in particular EL & Special Education) and decrease the number of D/F's in all subjects.

South San Francisco High School developed this action plan through a collaborative effort of all stakeholders. Focus groups met together to identify the schoolwide critical academic needs and then to develop tasks or ways to address those needs. The WASC leadership team combined and refined the tasks into the language that they are at now and the administrative staff organized those tasks into 3 sub groups per goal:

- Goal one: academics, behavior, and social/emotional
- Goal two: parent outreach, parent involvement/education, and parent organization
- Goal three: instruction, assessment/data, and academic support

The administrative team and our WASC coordinator drafted an action plan according to the desires of all stakeholders and presented the draft to the whole group for feedback.

Goal 1: To improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness.

Rationale: Self-Study findings indicate a need to improve school culture. Violence, substance abuse, bullying, and racism all have dramatic effects not only on student achievement, but the quality of life for all students. If not addressed aggressively, these issues can deteriorate the climate and culture of a school and the community as a whole and the academic success of our students specifically.

Supporting Data: Our student, staff and parent survey results show that our stakeholders feel we need to continue to address bullying and the violence that is occurring in the community.

Suspension rates

09/10: 14.7% of student population

10/11: 16% of student population

Education Code breakdown:

09/10:

Fight/Threat: 82

Battery/Force: 11

Obscene/profanity: 30

Defiance: 28

Drug possession: 12

Substance use/alcohol/drugs: 33

10/11:

Fight/Threat: 71

Battery/Force: 7

Obscene/profanity: 35

Defiance: 25

Drug possession: 4

Substance use/alcohol/drugs: 40

Fall 2011:

Fight/Threat: 21

Battery/Force: 4

Obscene/profanity: 4

Defiance: 10

Drug possession: 4

Substance use/alcohol/drugs: 28

SSFHS Student Survey Results

- I feel safe, valued, and respected at SSFHS: Only 67% agree and/or strongly agree.
- Bullying/Harassment are rarely a problem with students at SSFHS: Only 49% agree and/or strongly agree.
- When bullying/harassment occur, they are addressed appropriately by staff: Only 52% agree and/or strongly agree.

California Healthy Kids Survey (Our goal is to have our surveyed student results mirror other highly effective schools or similar schools rank perhaps using the California Health Kid Survey as our guide.

Growth Targets: 10% decrease in suspensions each year:

- 2012-13:
 - Suspension rate decrease of 10%: 13.77 %;
 - Survey results will increase to 75% agree or strongly agree to all 3 questions.
 - Demographic representation in student leadership programs and clubs will move 33% closer to demographic representation of student body. (ASB's current demographics 43% Filipino, Hispanic 17%, Chinese 15%, White 13%, Asian Indian 6%, and Japanese 6%.)
- 2013-14:
 - Suspension rate decrease of 10%: 12.4%
 - Survey results will increase to 85% agree or strongly agree to all 3 questions
 - Demographic representation in student leadership programs and clubs will move another 33% closer to demographic representation of student body.
- 2014-18:
 - Suspension rate decrease of 10%: 11.16%- 10%
 - Survey results will increase to 95% agree or strongly agree to all 3 questions
 - Demographic representation in student leadership programs and clubs will reflect 90-100% demographic representation of student body.

ESLRs Addressed: Literacy, Communication, Critical Thinking and Problem Solving, Technology, Life Skills, Personal and Social Development

SSFHS Mission Addressed: The Journey of the Warrior inspires respect for diversity and the dignity of all individuals.

The Heart of the Warrior reaches for excellence in all that it does. Therefore, the Mission of the Warrior is to continually use these gifts to enrich their community and inspire others to do the same.

Impact on student learning of academic standards & ESLRs: Direct positive impact with measured, steady progress on improved school culture and therefore student learning expected, as quality of life is directly connected to the academic success of our students.

Monitor Progress Tools: • Suspension Rates via DO • Student Survey • Club and ASB Rosters	Report Progress: • Data reporting: surveys, walk-through notes, professional development calendar, referral and suspension rates, campus club activities and minutes • Action Plan Progress: Administrators and teacher Leaders will report progress to Board of Trustees, parents, staff & students annually with annual reporting and approval of Single Plan for Student Achievement, to staff at monthly faculty meetings and to parents at PTSA and Parent Night meetings.
---	--

Goal 1: To improve school culture by eliminating bullying, encouraging student respect, and responsibility, and promoting cultural awareness.

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Academics					
1. Create a visitation team to research best practices used by other successful school.	Administration, teachers, counselors, staff and parents	Planning time, education conferences, collegial outreach	Peer-selection process	2012-2013: Formation of team, research best schools, visit schools, collect and analyze data 2013-2014: Implement best practices 2014- 2018: Examine data, analyze and reevaluate	Admin council, SSC, faculty meetings, ELAC, PTSA, Boosters
2. Implement best practices observed by visitation team related to academic success in culturally diverse classrooms.	Administration, teachers, and counselors	Teacher planning timing. Sub coverage, best practices research, collegial outreach	Surveys, observation notes, walk-through data professional development calendars	2012-2013: Formation of team. Research best schools, visit schools, collect and analyze data. 2013-2014: Implement best practices 2014- 2018: Examine data, analyze and reevaluate	Admin council, SSC, Faculty meetings, ELAC, PTSA
3. Provide an array of staff development opportunities related to classroom management and discipline issues particularly regarding bullying, student responsibility and respect and/or school culture issues.	Administration and teacher teams	Example: Mindfulness Education	Surveys, referral and suspension rates, observation notes, walk-through data professional development calendars	2012-2013: Plan and assess needs, conduct and carry out staff development, train staff 2013-2018: Continue to train staff, maintain and reevaluate as needed	Admin council, SSC, Faculty meetings, ELAC, PTSA, Booster

4. Explore additional elective offerings such as a Geography/World Cultures class to promote engagement and cultural awareness.	Administrators, counselors and teachers.	Other schools' course description, UC/CSU A-G list	Meeting minutes	2013-2014: Research possible courses 2014-2015: Curriculum Council and School Board approval 2015-2016: Implement course	SSC, Admin council, Curriculum Council
5. Create a pyramid of school-wide academic interventions with a focus on effective classroom instruction.	Administrators, counselors and teachers.	Response to Intervention model, San Mateo County of Education resources	Surveys, referral and suspension rates, observation notes, walk-through data Professional development calendars	Fall 2012: Continue creating pyramid Spring 2013: Establish walk-through protocols 2013-2014: Research additional interventions and implement 2014-2018: Reevaluate and refine as needed	Admin council, SSC, Faculty meetings, ELAC, PTSA,
Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Behavior					
1. Increase activities that will promote school pride, student responsibility, and student respect.	Administration, teachers, counselors, student government, ASB, Club advisors,	Mission Statement; best practices from other schools	Campus cleanliness, club participation, ASB activities, survey, Student Senate notes	Fall 2012: Continue with Spring 2012 work Spring 2013: Evaluate and refine	ASB, SSC, Student Senate, faculty meetings
2. Create a pyramid of school-wide behavioral interventions with a focus on effective classroom management.	Administration, teachers, counselors	Response to Intervention model, San Mateo County of Education resources	Surveys, referral and suspension rates, observation notes, walk-through data professional development calendars	Fall 2012: Continue creating pyramid Spring 2013: Establish walk-through protocols 2013-2014: Research additional interventions and implement 2014-2018: Reevaluate and refine as needed	Admin council, SSC, faculty meetings, ELAC, PTSA
3. Continue with the teacher-lead re-dedication of consistent school rules addressing such areas as student respect and student responsibility (i.e.	Teachers, prep-period captains, students and, administration	Faculty collaboration time	Surveys, referral and suspension rates, observation notes, and walk-through data	Fall 2012: Continue with Spring 2012 work and implement new strategies Spring 2013-2018: Reevaluate and refine	Admin council, SSC, faculty meetings, ELAC, PTSA

vulgar and hate language) with the support from administration.					
Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Social/Emotional					
1. Increase school-wide events defining and addressing bullying on campus.	All stakeholders	Examples: Days of Respect, Day of Silence, No-name calling week, and Use Another Word. Video announcements, guest speakers, gallery of student experience, and rallies.	Surveys Committee meeting minutes	2012-2013: Continue Spring 2012 work, train staff, implement strategies 2013-2018: reevaluate and refine as needed	Admin council, SSC, faculty meetings, ELAC, PTSA
2. Implement a mentoring program based on successful models that will include teacher-student, student-student, and teacher-teacher relationships.	Visitation team, administrators, teachers, counselors, and students.	Site visits, other schools, mentor curriculum	Survey; school climate assessment; program success determined through student and teacher evaluations	2013-2014: Formation of team, research best schools, visit schools, collect and analyze data. 2014-2015: Implement best practices 2015- 2018:Examine data, analyze and reevaluate	Faculty meetings, department meetings, student senate
3. Create a site-based task force to collaborate with our school district's anti-bullying task force.	Administrators, teachers, and students	District task force Anti-bullying curriculum	Infinite Campus Data, task force meeting minutes	2012-2013: Create task force and continue work with district office 2013-2018: Train staff and students, implement strategies, evaluate and refine interventions	Admin council, SSC, faculty meetings, ELAC, PTSA
4. Increase demographic representation in student leadership programs.	Administrators, teachers, ASB Director, SSC Chair, PCRC counselors, AVID coordinator, Club advisors	Example: Hermanos/Hermanas , PCRC Emerging Leaders, ASB, Student Senate, Peer Leaders, SSC, AVID, Clubs	Rosters, meeting minutes	Spring 2012-2013: Begin outreach 2014-2018: Continue outreach, maintain and revitalize as needed	Admin council, SSC, faculty meetings, ELAC, PTSA, Student Senate

Goal 2: To improve overall student achievement through increasing parental and community involvement and accountability.

Rationale: Increasing parent involvement has proven to be a key element in improving achievement in schools. State assessments data and student D/F rates all show needed room of improvement.

Supporting Data:

Parent Participation

- Less than 24/70 EL students' families participate in our ELAC regularly.
- Only 10 parents participate in our PTSA regularly.
- Only 136 parents took our WASC survey.
- Only 50-100 parents participate in our parent nights.
- Only 751 households are registered for school loop.

Supporting Sub-Data:

2009/10 CST scores

- English:
 - 9th graders: 40% or 149 students below proficient (8% below basic, 6% far below)
 - 10th graders: 45% or 173 students below proficient (7% below basic, 5% far below)
 - 11th graders: 49% or 167 students below proficient (11% below basic, 8% far below)
- Algebra:
 - 9th graders: 74% or 207 students below proficient ((35% below basic, 13% far below)
 - 10th graders: 78% 142 students below proficient (37% below basic, 12% far below)
 - 11th graders: 89% or 86 students below proficient (42% below basic, 15% far below)

2010/11 CST scores

- English:
 - 9th graders: 34% or 149 students below proficient (12% below basic, 5% far below)
 - 10th graders: 47% or 165 students below proficient (8% below basic, 6% far below)

- 11th graders: 47% or 170 students below proficient (11% below basic, 7% far below)

- Algebra:

- 9th graders: 66% or 178 students below proficient (33% below basic, 11% far below)
- 10th graders: 78% or 123 students below proficient (37% below basic, 17% far below)
- 11th graders: 89% or 68 students below proficient (32% below basic, 27% far below)

Fall 2010 D/F Distribution

- 58% of the 9th graders received at least one D or F.
- 65% of the 10th graders received at least one D or F
- 57% of the 11th graders received at least one D or F.

Spring 2011 D/F Distribution

- 56% of the 9th graders receiving at least one D or F
- 54% of the 10th graders receiving at least one D or F
- 48% of the 11th graders receiving at least one D or F
- 37% of the 12th graders receiving at least one D or F

Fall 2011 D/F Distribution

- 46% of the 9th graders receiving at least one D or F
- 51% of the 10th graders receiving at least one D or F
- 63of the 11th graders receiving at least one D or F
- 35% of the 12th graders receiving at least one D or F

CAHSEE 2010-11

- 23% pass rate for Special Education students
- 50% pass rate for EL students

Growth Targets:

2012-13:

- CST scores will have an overall 8% increase by increasing 2% across each band. (2% increase from far below to below; 2% increase from below to basic; 2% increase from basic to proficient; 2% increase from proficient to advanced.)
- Overall decrease of 10% per grade level of D/Fs. [Example: 9th graders decrease from 56% (roughly 216 students) receiving at least one D or F to 46% (171 students). Or, 10th graders decrease from 65% (roughly 276 students) receiving at least one D or F to 55% (233 students)]
- 10% increase of parent school loop registration to over 70%.
- Increase from 34% ELAC participation to 50 % or 35/70 families.

2013-14:

- CST scores will have an overall 8% increase by increasing 2% across each band. (2% increase from far below to below; 2% increase from below to basic; 2% increase from basic to proficient; 2% increase from proficient to advanced.)
- 10% increase of parent school loop registration to over 90%.
- Overall decrease of 10% per grade level of D/Fs. [Example: 9th graders decrease from 46% (roughly 171 students) receiving at least one D or F to 36% (136 students). Or, 10th graders decrease from 55% (roughly 233 students) receiving at least one D or F to 45% (191 students)]
- Increase from 50% ELAC participation to 60 % or 42/70 families.

2014-18:

- CST scores will have an overall 8% increase by increasing 2% across each band. (2% increase from far below to below; 2% increase from below to basic; 2% increase from basic to proficient; 2% increase from proficient to advanced.)
- Overall decrease of 10% per grade level of D/Fs. [Example: 9th graders decrease from 36% (roughly 136 students) receiving at least one D or F to 26% (98 students). Or, 10th graders decrease from 45% (roughly 191 students) receiving at least one D or F to 35% (148 students)]
- 2014: Increase from 42% ELAC participation to 70 % or 49/70 families. 2018: Increase from 70% ELAC participation to 90 % or 63/70 families.

ESLRs Addressed: Literacy, Communication, Critical Thinking and Problem Solving, Technology, Life Skills, Personal and Social Development

SSFHS Mission Addressed: The Journey of the Warrior is one of personal, physical, and academic achievement. The Mind of the Warrior thinks critically about the world it will inherit. Therefore, the Mission of the Warrior is to continually use these gifts to enrich their community and inspire others to do the same.

Impact on student learning of academic standards & ESLRs: Direct positive impact with slow, steady progress on student learning of academic standards and ESLRS are expected as parent involvement and support for student success increases.

Monitor Progress Tools: • California Standards Test data (CST), • D and F list, and • Parent rosters and meeting minutes	Report Progress: • Data Reporting: Surveys, Walk-through notes, Professional Development Calendar, Referral and Suspension Rates, Campus Club Activities and Minutes • Action Plan Progress: Administrators and Teacher Leaders will report progress to Board of Trustees, parents, staff & students annually with annual reporting and approval of Single Plan for Student Achievement, to staff at monthly faculty meetings and to parents at PTSA and Parent Night meetings.
---	--

Goal 2: To improve overall student achievement through increasing parental and community involvement and accountability.					
Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Parent Outreach/Communication					
1. Increase parent awareness of and participation in school loop.	Administration, PTA	Script to communicate with parents during events such as Back to School Night, Folkloric, Parent Nights or phone calls home. Parent technology training.	Registered parents	Fall 2012: Continue outreach Spring 2012: Create survey, collect data and analyze 2013-2018: refine as needed and maintain	PTSA meetings and newsletter, school website
2. Assess the need to translate parent communication in languages other than Spanish.	Administration, SSC, ELAC, DELAC	Survey, Translation services	Survey Results; Action Plan to move forward	Spring 2013: Create survey Fall 2013: Assess data and implement the needed communication	SSC, ELAC
3. Strengthen the partnership between home and school by increasing and leveraging parent participation at all school activities. (Parents become more active partners.)	Administration, counselors, teachers, PTSA, ELAC	Parent sign-in sheets	Increased parent participation at all events	2012-2013: Begin to implement 2013-2018: maintain and refine as needed	Admin council, SSC, Faculty meetings, ELAC, PTSA, Booster
4. Dedicate professional development time to communicate with families.	Administrators, teachers, Counselors	Update contact information time	Call logs PD calendars	2013-2014: Examine professional development calendar	Administration, counselors, PTA, ELAC

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Parent Involvement/Education					
1. Conduct trainings for parents related to communication, student support, and intervention.	Administration, PTSA, ELAC, PCRC, and tech support	Organized meeting times, technology, curriculum, consultants	Meeting minutes Parent Survey Senior Exit Survey	2012-2013: Continue work from 2011, create survey for parents 2013-2014: Analyze data and create training 2014-2018: reevaluate, and adjust as needed	Administration, PTSA, SSC, ELAC
2. Create a parent/community liaison position to increase outreach to the community.	Administration, PTSA, ELAC	Community-based organizations Funding Knowledge of and connection to the community	Established partnerships Contact logs		Administration, SSC, PTSA, Faculty
Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Parent Organization					
1. Further develop local corporate partnerships as sources of sponsorship and student career opportunities.	Parent community liaison, administration, counselors, teachers	List of local businesses and corporations, Chamber of Commerce	Established partnerships; Increased gifts; Increased internships	2014-2015: Investigate opportunities and establish partnerships 2015-2018: Maintain and reevaluate	Administration, SSC, School Board, City Council
2. Expand our alumni network to increase partnerships as sources of sponsorship and mentorships	Parent community liaison, administration, counselors, teachers	Blue and White Ball Bell Game School web site	Established partnerships; Increased gifts; Increased sponsorships; Increased mentorships	2012-2013: Assess current involvement and begin outreach 2013-2014: Establish partnerships and assess mentorship possibilities, create sponsorships 2014-2015: Implement mentorship program 2015-2018: Continue to expand network, reevaluate and refine mentorships as needed, continue to establish sponsorships	Administration, SSC, School Board, City Council

Goal 3: To support all underachieving students (in particular EL & Special Education) and decrease the number of D/F's in all subjects.

Rationale: The data show that not all subgroups are equally successful. EL and special education subgroups continue to need extra support and strategies to help them become successful. We currently have 23 special education students with academic needs who are off-track to graduate by 30 or more credits and 53 EL students are off-track to graduate.

Supporting Data:

Fall 2010 D/F Distribution

- 58% of the 9th graders received at least one D or F.
- 65% of the 10th graders received at least one D or F
- 57% of the 11th graders received at least one D or F.

Spring 2011 D/F Distribution

- 56% of the 9th graders receiving at least one D or F
- 54% of the 10th graders receiving at least one D or F
- 48% of the 11th graders receiving at least one D or F
- 37% of the 12th graders receiving at least one D or F

Fall 2011 D/F Distribution

- 46% of the 9th graders receiving at least one D or F
- 51% of the 10th graders receiving at least one D or F
- 63% of the 11th graders receiving at least one D or F
- 35% of the 12th graders receiving at least one D or F

Currently Off-track to Graduate

English Learners Students

- 10 Seniors
- 17 Juniors
- 26 Sophomores

Special Education

- 6 Seniors
- 13 Juniors
- 4 Sophomores

Growth Targets:

2012-13: 10% decrease on average % for every grade: (9th: 43%, 10th: 56%, 11th: 44%, 12th: 26%); Reduce off-track to graduate by 5%.

2013-14: 10% decrease on average % for every grade: (9th: 33%, 10th: 46%, 11th: 34%, 12th: 16%); Reduce off-track to graduate by 5%.

2014-18: 10% decrease on average % for every grade: (9th: 23%, 10th: 36%, 11th: 24%, 12th: 16%); Reduce off-track to graduate by 5%.

ESLRs Addressed: Critical Thinking and Problem Solving, Life Skills, Personal and Social Development

SSFHS Mission Addressed: The Journey of the Warrior is one of personal, physical, and academic achievement. The Mind of the Warrior thinks critically about the world it will inherit. Therefore, the Mission of the Warrior is to continually use these gifts to enrich their community and inspire others to do the same.

Impact on student learning of academic standards & ESLRs: Direct positive impact with measured, steady progress on improved school culture and therefore student learning expected, as decreasing the number of Ds and Fs will increase the success of our students.

Monitor Progress Tools: • D and F list • Off-track to graduate list	Report Progress: • Data Reporting: surveys, walk-through notes, professional development calendar, referral and suspension rates, campus club activities and minutes • Action Plan Progress: Administrators and teacher-leaders will report progress to Board of Trustees, parents, staff & students annually with annual reporting and approval of Single Plan for Student Achievement, to staff at monthly faculty meetings and to parents at PTSA and Parent Night meetings.
--	--

Goal 3: To support all underachieving students (in particular EL & Special Education) and decrease the number of D/F's in all subjects.					
Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Instruction					
1. Conduct professional development in the area of culturally responsive pedagogy.	Administration, teacher leaders, counselors	Center for Culturally Responsive Teaching and Learning, Pacific Education Group, curriculum, staff development time	PD calendar; Lesson plans; Grading data; Student survey	2012-2013: Evaluate current state and provide necessary PD 2013-2014: Implement strategies 2014-2018: Survey effectiveness, continue PD, adjust as needed	Administration; counselors; parents; teachers; Admin Council; Site Council
2. Conduct professional development in the area of ELD instruction.	Administration, teachers, Language Arts coach	AVID, San Mateo County Office of Education, DELAC, SDAIE strategies	PD calendar; Lesson plans; Grading data; Student survey	2012-2013: Evaluate current state and provide necessary PD 2013-2014: Implement strategies 2014-2018: Survey effectiveness, continue PD, adjust as needed	ELAC; Administration; counselors; parents; teachers; Admin Council; Site Council
3. Research successful models for credit recovery such as school within a school.	Administration, teacher team, counselors, SSFUSD curriculum director	Planning time, release time, professional contacts	Visitation notes, meeting notes	2010-2011: Research design 2012-2013: pilot 2013-2014: reevaluate and refine as needed	Administration; counselors; parents; teachers; Admin Council; Site Council; District Office;
4. Research successful models for special education inclusion programs.	Administration, teacher team, counselors, SSFUSD special education director	Planning time, release time, professional contacts	Visitation notes, meeting notes	2012-2013: Research and visit schools, collect data, evaluate current SSFHS practices 2013-2014: Train teachers, pilot incoming 9 th graders	Administration; counselors; parents; teachers; Admin Council; Site Council; District Office

				2014-2015: Reevaluate, adjust and continue with 9 th and 10 th graders 2015-2016: Reevaluate, adjust and continue with 9 th , 10 th , and 11 th graders 2016-2017: Reevaluate, adjust and continue with 9 th , 10 th , 11 th and 12 th graders	
Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Assessment/Data					
1. Analyze current grading policies and incorporate common practices that allow for grade recovery across all departments.	Administrators, teachers, Administrative Council, counselors	Collaboration time	Department meeting minutes, Administrative Council minutes, common grading policies	2012-2013: Begin discussion in Admin-council 2013-2014: Continue discussion in department meetings 2014-2015: Continue discussion with whole staff 2015-2016: Establish school-wide policies and implement 2016-2018: Reevaluate and refine	Administration; Counselors; Teachers; Admin Council
2. Research and implement the Professional Learning Communities model to increase staff collaboration and communication about common students.	Administrators, teachers, Administrative Council, counselors	Professional Learning Communities Library, collaboration time, Professional Learning Communities At Work conference, funding	Meeting minutes, conference notes, professional development calendar, department meeting minutes	2013-2014: Formation of team, research best schools, visit schools, collect and analyze data. 2014-2015: Implement best practices 2015- 2018: Examine data, analyze and reevaluate	

Tasks	Responsible Person(s) Involved	Professional Development/Resources	Means to Assess Improvement	Timeline	Reporting
Academic Support					
1. Create compulsory academic intervention for struggling students based on successful models.				2013-2014: Formation of team, research best schools, visit schools, collect and analyze data. 2014-2015: Implement best practices 2015- 2018:Examine data, analyze and reevaluate	
2. Explore different master schedule options such as a 7-period day and block schedule.				2013-2014: Formation of team, research best schools, visit schools, collect and analyze data. 2014-2015: Implement best practices 2015- 2018: Examine data, analyze and reevaluate	